

CHAPTER I

Introduction:

The development of communication skills among Second Language Learners (SLL) is significantly influenced by the role played by English Language Teaching (ELT). The importance of writing skills in communication is widely recognised owing to its significant practicality. The present study endeavours to enhance the writing proficiency of undergraduate students in English by implementing diverse writing practises, techniques, and strategies. This study aims to investigate the challenges encountered by higher education students in enhancing their English writing proficiency, both in theory and practise. Despite their efforts, individuals continue to encounter difficulties when it comes to selecting the appropriate forms and other related matters. The challenges may persist beyond a particular threshold of English language proficiency. It is widely acknowledged that students in higher education encounter a significant number of practical and situational obstacles that impede their proficiency in utilising the English language. The inability of higher education students to attain proficiency in the English language can be attributed to factors such as insufficient exposure to English in both academic and social settings, inadequate comprehension, limited opportunities for repetition and practise, and feelings of apprehension, unease, and trepidation. The following are crucial factors that impede the ability of higher education students to attain proficiency in English skill development.

The human species is inherently predisposed to engaging in the communicative practises of auditory perception, verbal expression, textual interpretation, and written composition, which are accompanied by ethical obligations within the societal context. The acts of speaking and writing are considered expressive in nature, while listening and reading are classified as receptive activities. The correlation between expression and reception is crucial in sustaining interpersonal communication.

The act of comprehending information and concepts through spoken and written means is facilitated by engaging in listening and reading activities, which involve decoding oral and graphic symbols.

Importance of Language:

Language is a fundamental component of communication that enables individuals to convey their thoughts and emotions through various means such as sounds, gestures, signs, or symbols. The distinguishing feature of humans is their capacity for language, setting them apart from all other living organisms. Thus, it retains its potential as a communicative medium that is capable of conveying not only ideas and concepts but also moods, feelings, and attitudes. Living languages undergo a process of evolution, resulting in continuous changes over time. The alterations in languages are primarily driven by linguistic factors. However, the perception of languages is predominantly shaped by extralinguistic factors, including political sway, military might, financial well-being, and societal status, which are derived from the dominance of the language

speakers. The extent of a language's impact on global decision-making, international diplomacy, worldwide commerce, and global affairs is reflected by the quantity of speakers, including both native and non-native speakers. This has been noted by various scholars such as Crystal (2006), Graddol (2006), Redmann (2005), Ulrich (2003), Jenkins (2003), Malr (2003), Wallraff (2000), and Crystal (1997). Throughout history, there has been a continuous pursuit for a preeminent and influential language. The existence of a language that can function as a *lingua franca* is highly desirable, as it would demonstrate a high level of linguistic convergence and uniformity. These characteristics are likely to facilitate the development of a language that is on the path towards universality, and has attained worldwide recognition.

Impact of English as a Global Language:

English has attained the status of a global language in a world that is interconnected and globalised, making it the most crucial language for communication and technology. After conducting extensive research on the usage of English across the globe and its correlation with other languages, experts in the fields of linguistics, language planning, and educational policy have reached a consensus that English has emerged as the preeminent global language, a status it has held for several decades (Graddol, 2006; Cronin, 2003; Melchers and Shaw, 2003; Jenkins, 2003; Wallraff, 2000; Crystal, 1997). The acquisition of proficiency in the English language has broadened the scope of employment prospects and pathways in the domestic and global

corporate sectors. Furthermore, the emergence of electronic learning has facilitated the dissemination of the English language across the globe. The economy of business is impacted by outsourcing and off-shoring, leading employers to favour outsourcing as a means of selectively hiring employees with English proficiency.

English as a Foreign Language (EFL) and English as a Second Language (ESL):

Broadly speaking, the differentiation between EFL and ESL pertains to the instruction of English language to individuals who are not native speakers. EFL refers to the teaching of English to non-native speakers in countries where English is not the primary language, while ESL pertains to the instruction of English to non-native speakers in countries where English is the primary language. English as a foreign language (EFL) is commonly instructed in nations where the primary language is not English and where English is not utilised as the principal medium of instruction. Despite this, English is still taught as a subject in educational institutions. In the context of English being a second language, it is necessary for the medium of instruction in both educational and governmental settings to be conducted in English. English is considered a second language for Indians, as it serves as the medium of instruction in both education and government in India.

A language is a methodical mode of communication that employs auditory or established symbols. Programming language is a means of self-expression and communication with others. This pertains to the

process of conveying information through oral means, utilising the cognitive ability of spoken language, as well as a framework for expressing concepts and emotions through auditory cues, physical movements, symbolic indications, or written symbols. Language refers to any mode of conveying thoughts, with a particular emphasis on human speech, which involves the vocalisation of ideas through the use of the organs located in the mouth and throat. A language refers to the verbal and written techniques of merging words to convey significance that are employed by a specific community of individuals.

The utilisation of language is influenced by the surrounding circumstances in which it occurs. Chappelle (20) observes that the utilisation of language varies depending on the context, audience, purpose, topic, emotions, and mode of communication.

In language education, regardless of whether it pertains to the native tongue, a secondary language, or a foreign language, the primary objective is to assist the learner in achieving a proficient level of mastery over the four fundamental language competencies. Undoubtedly, the primary objective of language is to facilitate communication. The primary aim of acquiring a language is contingent upon the degree of communicative proficiency that the learner may necessitate for particular purposes. English language holds significant importance in India, serving various purposes ranging from basic communication to the comprehension of intricate technical materials.

Over the past thirty years, there has been a rise in the quantity of educational establishments across all tiers, however, there has been a decline in the quality of education, particularly in the realm of English language instruction. The English language is currently experiencing growth and evolution. Consequently, it is imperative to raise awareness among individuals regarding the importance of learning the language in its authentic form and manner. Regarding this matter, it is imperative to enhance one's language proficiency. The concepts of nurturing, cultivating, and harnessing are being discussed.

Second Language Acquisition (SLA):

When acquiring proficiency in a foreign language, the primary objective for the learner is to comprehend the phonetics of the language. The individual's secondary objective is to attain proficiency in the organisation and utilisation of language in order to establish coherence and structure within sentences. It is imperative for an individual to possess a diverse lexicon in order to effectively utilise it in their daily professional activities. Once the learner has attained proficiency in them, he or she has the ability to augment their lexicon to any degree desired.

According to Fries, the acquisition of a foreign language involves two key components. Firstly, the individual must gain mastery over the sound system of the language, which involves comprehending the spoken language and being able to produce it in a comprehensible manner, within a limited vocabulary. Secondly, the individual must develop automaticity in the structural devices of the language, which refers to the

basic arrangement of utterances. This is the point at which the individual can be said to have "learnt" the foreign language (Fries, 31). Mastery of the rudimentary aspects of a language, such as its phonological system and the grammatical structures inherent in a restricted lexicon, can be achieved through oral communication. The acquisition of automatic sentence patterns is facilitated by the use of speech by the student. To attain mastery in a language, it is not imperative to solely rely on reading, but rather to initially acquire oral proficiency in the language's unique usage patterns. The ability to comprehend written text is limited to a mere act of translation, specifically, the identification of word equivalents, in the absence of proficiency in spoken language. An individual who lacks proficiency in a foreign language may struggle to comprehend the underlying concepts and essence conveyed through the language. It can be asserted that an individual possesses knowledge of a language when they have attained proficiency in its fundamental speech and grammatical structures, as well as its essential lexicon, through the core competencies of listening, speaking, reading, and writing.

Second language acquisition and the learning process:

The term Second Language Acquisition (SLA) pertains to the process of unconsciously internalising a second language (L2) by means of exposure to a social environment where authentic communication in the L2 occurs. The emphasis of language acquisition is solely on the comprehension of semantics rather than the organisation of the second language's syntax. The acquisition or learning of a second language is facilitated by the

presence of a social environment and authentic communication in the target language. The process encompasses the growth and refinement of phonological, lexical, grammatical, and pragmatic competencies.

Each language is composed of three elements. The three fundamental components of effective communication are sound, structure, and vocabulary. The primary challenge in acquiring proficiency in a foreign language is to attain mastery over its phonological system. This involves comprehending the flow of speech, discerning the unique sound characteristics, and approximating their articulation. The subsequent challenge involves comprehending the organisation of linguistic elements, specifically the configuration of words within sentences. The third challenge pertains to acquiring a comprehensive understanding of the lexicon.

English Language in the Pre-Independent Era:

English was initially introduced in India by the East India Company two centuries ago with the primary purpose of facilitating trade and commerce. Subsequently, the language had a profound impact on the political, administrative, and educational spheres of the nation in various significant ways that were not anticipated by the reformers. The English education system in India was established by the British rulers with a well-defined plan, as articulated by Lord Macaulay in his renowned Minutes on Education (1835).

We must at present do our best to form a class
who may be interpreters between us and the millions whom

we govern; a class of Persons, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect; to that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects with terms of science borrowed from the Western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population. (Hansen, Valerie et al.711).

The aforementioned ideology was highly compatible with the governing authorities of that era. In retrospect, it can be argued that it has proven advantageous to a significant number of individuals from the Indian population.

The English Language was expeditiously integrated into all levels of education and subsequently became the primary mode of instruction for all academic disciplines at both primary and tertiary institutions. For a period of time, individuals who were native speakers instructed students in educational institutions. Subsequently, numerous Indian professors and educators assumed their roles, attaining proficiency in the language and imparting instruction with great efficacy. The impressive display put forth by the individuals in question elicited surprise even from the English observer. The gradual and consistent implementation of English education facilitated the advancement of both nationalism and political establishments within the nation, thereby significantly contributing to the Indian Freedom Movement.

The endorsement of Macaulay's Policy by Sir William Bentinck and his advocacy for the dissemination of European literature and science among indigenous Indians resulted in the proliferation of English schools with government backing, thereby initiating the process of westernisation throughout the nation. English language education has served as a pathway to employment opportunities for numerous individuals of Indian descent. The discipline of English has garnered significant esteem both within educational institutions and broader societal contexts. The English language facilitated the rapid dissemination of Western literature and scientific knowledge.

English, as a means of communication in the realm of governance, has contributed to the refinement of the practises of governing, democratic discourse, and deliberation. The extensive literary tradition of India has played a significant role in fostering the creative abilities of its people, resulting in the emergence of numerous renowned Indian English writers in contemporary times. By the onset of the 19th century, English had attained a preeminent position. Subsequent English monarchs and intellectuals recognised the negative consequences of utilising English as the medium of instruction for primary education, and advocated for the instruction of Indian languages in order to enhance the educational outcomes for the broader population of students. The Wood's Dispatch of 1854, commonly referred to as the Magna Carta of Indian education, granted equal status to Indian Vernaculars and English. The statement underscored the notion that specific objectives were optimally fulfilled

through the utilisation of the native language, while other objectives necessitated the use of English.

English Language in the Post-independent era:

Following India's independence in 1947, there was a notable shift away from English language and culture, resulting in a decline in the overall quality of higher education. The role of the English language underwent a significant transformation in India following its independence. The primary challenge that the nation confronted was whether to maintain or discard the use of English. Scholars and policymakers debated the issue, with Gandhi asserting that English education, as it has been imparted, has weakened the intellectual and moral fibre of English-educated Indians, imposing a heavy burden on Indian students and fostering a culture of imitation. According to Nayyer (3), Mahatma Gandhi asserted that among the various superstitions prevalent in India, the belief that proficiency in the English language is indispensable for comprehending the concepts of freedom and cultivating precision in thinking, is the most significant. C. Rajagopalachari cautioned against discarding the English language along with negative sentiments towards the British populace. According to Maulana Azad, the incorporation of English into the educational system in India over the course of one hundred and fifty years has resulted in its becoming an indispensable component. He further asserts that any attempt to alter this reality would be detrimental to the advancement of education in the country. In contemporary times, English has emerged as a prominent global language, and individuals of

Indian origin may face potential drawbacks if they choose to disregard its acquisition. According to Nayyer (51).

English Language Teaching in India:

At the outset of the 19th century, a significant discourse centred around the selection of a language suitable for advanced education. English faced competition from the classical languages of Sanskrit and Arabic. In his renowned "Minutes of Education" from 1835, Thomas Babington Macaulay proposed that an increase in funding for English language instruction could facilitate the dissemination of contemporary scientific knowledge, Western culture, and philosophy among Indian citizens. The speaker expressed the need to establish a group of individuals who could serve as mediators between the governing body and the masses. This group would ideally consist of individuals who are of Indian descent but possess English sensibilities in terms of their preferences, beliefs, values, and cognitive abilities. This is a brief statement regarding Indian education. The colloquial languages, commonly referred to as vernacular, are often disregarded from scholarly discourse due to their perceived lack of refinement and unsuitability for academic pursuits. The Minute explicitly states that the sum of one hundred thousand rupees designated in the Charter Act for educational purposes ought to be utilised for the advancement of English education. Sailaja and Pingali (2019) reported this information in their study.

The utilisation of English Language Teaching (ELT) in India has undergone significant progress since the year 1880, wherein merely 60%

of primary schools employed English as the medium for instructional purposes. Until 1940, the grammar-translation approach experienced a period of prosperity and the dissemination of the English language was limited to educational and professional spheres, albeit in an unstructured manner. Beginning in 1970, the influence of structural linguistics became apparent in Indian classrooms through the implementation of drills and exercises. During this period, English became the language of instruction for all professional courses and was widely recognised as a language for academic research and independent learning. In contrast to the establishment of a distinct discipline in other English-speaking nations circa 1940, the field of English Language Teaching (ELT) emerged as a self-governing subject in India relatively recently, specifically in the year 1980.

The integration of the language laboratory into the ELT paradigm occurred in the mid-1980s, which is a notable contrast to the 1940s in the aforementioned nations. In 1960, Computer Assisted Language Instruction (CALI) conducted research on a significant number of international classrooms. However, the introduction of this educational approach to Indian classrooms occurred approximately in 1985. Currently, in certain locations, it has undergone a transformation into CALL, which stands for Computer Assisted Language Learning. The limited adoption of CALI and CALL can be attributed to financial constraints and the prevalent belief in Indian culture that human teachers are necessary for effective learning. Tickoo's differentiation between Computer-Assisted Language Instruction (CALI) and Computer-

Assisted Language Learning (CALL) held particular importance within the Indian context. Although multinational corporations, call centres, and certain private institutions are promoting the use of computer-assisted language learning (CALL), it is computer-assisted language instruction (CALI) that has garnered broader recognition.

The advancements in English Language Teaching (ELT) methodology that have transpired in the Western hemisphere underwent a prolonged period before being implemented in Indian classrooms. The development of English Language Teaching (ELT) in India, similar to other countries where English is a foreign language, is associated with factors beyond pedagogy. In contemporary India, English cannot be classified as a foreign language. However, historically, English was considered a foreign language and its instruction necessitated consideration of various factors, including pedagogical ones. The implementation of advancements in English Language Teaching (ELT) within India is a process that requires a considerable amount of time to become established. There are three causal factors that contribute to this disparity.

1. English language education received significant attention from policymakers, administrators, and educators only in the approximate year of 1980.
2. With the exception of a one-year programme in teacher training specifically designed for school teachers, there is no formal training provided to newly hired or practising teachers.

3. The current examination system prioritises achievement over performance, resulting in a focus on grades and rankings rather than fluency or proficiency concerns.

Despite the comparatively sluggish pace of evolution, the field of English Language Teaching in India has been expanding in terms of its strategies and methodologies. There is a growing inclination, range, and purpose of achieving the terminus of the English Language Teaching (ELT) cone. The field of English Language Teaching (ELT) has exhibited a distinct pattern of growth, as evidenced by the proliferation of educational establishments dedicated to ELT across various locations.

The Central Institute of English was established by Pandit Jawaharlal Nehru, the inaugural Prime Minister of India. The institution known as CIE, established in 1958 in Hyderabad, was created with the purpose of providing instruction to individuals seeking to become English teachers. The Central Institute of English, also referred to as CIE, was established in September of 1958 with the explicit objectives of enhancing the quality of English instruction, conducting pertinent research, and producing educational materials. The aforementioned initiative was a collaborative effort between the Indian central government, the British council, and the Ford Foundation. The Institute underwent a significant expansion of its purview in April 1972, with the inclusion of the primary foreign languages, resulting in a renaming to the Central Institute of English and Foreign Languages. In July 1973, the Institute formerly known as CIE was renamed as CIEFL. The Institute's exceptional standards of

excellence were acknowledged by the University Grants Commission, which granted it the status of a deemed university. Currently, the term used to refer to the study and acquisition of English by non-native speakers is English as a Foreign Language (EFL).

The pedagogical landscape underwent a transformation in the early 21st century. The dynamic change under consideration was significantly influenced by socio-economic factors, which continue to exert an impact in the present day. The introduction of liberal economic policies in India facilitated the influx of numerous global brands into the consciousness of learners. Young individuals who possess fluency in the English language are required in call centres, shopping malls, and trade fairs. There has been a proliferation of institutions and academies categorised as tertiary education providers, which offer a comprehensive range of English language proficiency programmes, from IELTS preparation to advanced fluency. The ability to navigate the internet with ease has become a crucial skill in contemporary society, and this can only be achieved through a strong command of the English language. The necessity of incorporating English language instruction in Indian schools has become an unavoidable reality.

English as an International Language of Communication:

English ranks as the fourth most commonly spoken native language globally and is the most widely spoken official language worldwide, based on both the number of speakers and the prevalence of its usage. Despite significant advancements in the incorporation of various languages on

the World Wide Web (WWW), English continues to hold a predominant position. The language utilised in network applications, network programmes, websites, software manuals, hardware installation guides, and product fact sheets of prevalent consumer electronics and entertainment devices is predominantly English, with translations into other languages being made available subsequently. Tourism authorities and other officials in numerous nations exclusively utilise English when communicating and interacting with tourists and immigrants. In addition, it is noteworthy that English serves as the primary language of instruction in a majority of international colleges, medical centres, research centres, advanced study centres, peer-to-peer journals, and technical periodicals.

The impact of the United States and Great Britain on political affairs and global relations over the last century has resulted in the widespread adoption and recognition of English as the predominant spoken language in numerous nations. The global prevalence of American popular culture has played a significant role in the dominance of the English language across nations. Proficiency in English is crucial for diplomats and high-ranking officials in prominent nations, including Germany, Japan, France, South Korea, Brazil, Italy, and Russia, to effectively comprehend the subtleties and intricacies of global affairs and international diplomacy.

Multilateral institutions and agencies located in United Nations cities, including New York, Vienna, The Hague, and Geneva, seek to employ professionals who possess multilingual abilities, as well as proficient

English-speaking skills. The Commonwealth Nations, comprising over fifty countries that were previously British colonies or dependencies, present a plethora of employment prospects for individuals who possess proficiency in the English language.

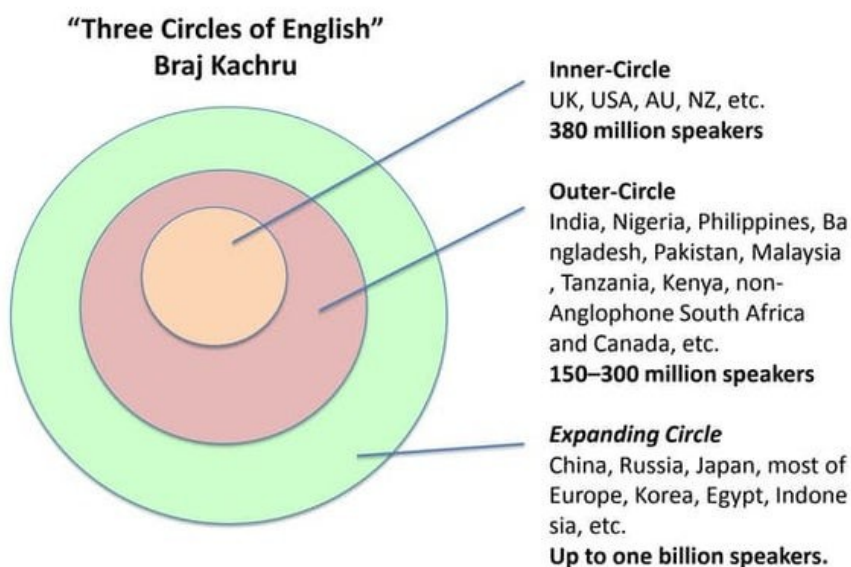


Fig.1 The Three Circles of English

According to F.G. French, the English language surpasses all other ancient and contemporary languages in terms of its widespread usage across various geographical locations, including homes, factories, and offices. This is attributed to the global expansion of industrialization, scientific and technological advancements, international trade and commerce, and the interconnectedness of nations. As a result, English has emerged as a dominant language worldwide. (French, 4). According to David Crystal's work on English as a Global Language in 1997, approximately 337 million individuals utilise English as their primary

language (L1) out of the 1.5 billion individuals who possess knowledge of the language. Additionally, approximately 350 million individuals use English as a secondary language (L2) in countries such as India, Pakistan, Singapore, Malaysia, the Philippines, and Nigeria. Furthermore, there may be an estimated 100-1,000 million individuals actively learning and attempting to use English with reasonable proficiency in countries such as China, Japan, Russia, Europe, and South America.

English is among the five official languages of the United Nations. English is the primary language spoken in the United Kingdom, the United States of America, Canada, and Australia. English is spoken by 10% of the global populace. English possesses the most extensive lexicon among all languages. English accounts for 75% of global postal correspondence. English accounts for over 50% of global newspapers, technical publications, and scientific periodicals. English is widely recognised as a prominent language for scientific research and international scholarship, providing access to a vast array of contemporary information pertaining to science and technology. Additionally, it serves as the primary means of communication in global athletics, broadcasting, telecommunications, online networking, as well as the fashion and entertainment industries.

EFL courses that are designed based on the proficiency of native speakers are frequently subject to criticism due to their perceived lack of authenticity. Kachru posits that the model ought to be modified in

accordance with the educational, political, and linguistic attributes of the nation (Kachru, 77). George asserts that EFL courses that strive to attain native-like communicative proficiency extend beyond linguistic aspects and encompass social norms and values (George, 61).

The co-existence of over 6000 languages in 160 countries creates a common occurrence of language tensions. This phenomenon is particularly prevalent in India, where a population of 1.22 billion people utilises over 1650 languages and dialects, including more than 200 classified languages and 22 constitutionally recognised languages of national importance (www.languageinindia.com). The assertion that English language is responsible for cultural insecurity or ethnic prejudices in India is unfounded. Intermittent protest movements have proven to be unsuccessful and are inherently doomed to fail due to their widespread adoption.

English serves as a lingua franca in the contemporary global community, not necessarily due to its inherent quality or superiority, but rather due to political and historical factors. This phenomenon is reminiscent of the historical use of Latin in England or Sanskrit in India as universal languages. For approximately three centuries, England and the United States have been prominent global powers. Interestingly, both nations utilise the English language, which has emerged as a dominant language for power, practicality, and international communication (Kachru, 189). Over the course of the last thirty years, there has been a significant increase in the number of individuals who speak English. Additionally, in

numerous countries, English has consistently been the preferred option for those seeking to learn a second language. Presently, approximately 375 million individuals globally utilise it as their primary language, while an additional 470 million employ it as their secondary language.

The English language boasts a vast and diverse literary tradition, which is considered to be among the most extensive and varied in the world. The aforementioned literary works, namely Sri Aurobindo's "Savitri" and Rabindranath's "Gitanjali", are examples of epic poetry in their respective mediums. The English language has evolved a lexicon and phraseology that enables the precise articulation of subtle gradations of human cognition and emotion. Linguistic borrowing is a common phenomenon whereby words or expressions are adopted from one language and incorporated into another without significant modification. This practise is widespread and can be observed in numerous languages across the world. It is a widely acknowledged fact that the English language is not a monolithic entity, but rather comprises multiple variations, commonly referred to as 'Englishes'. Despite this diversity, the fundamental framework of the language has endured over time. English has undergone a process of nationalisation, localization, and democratisation, resulting in its dissemination beyond its country of origin. The initiative has facilitated global comprehension and heightened intercultural interaction.

Indo-Anglican literature, a notable corpus of English literature, is present in India. Even in contemporary times, the Indian creative spirit continues to manifest itself freely through the medium of English.

The Indian Renaissance has been facilitated by the contribution of English literature. According to Professor Gokak, the birth of the Indian literary Renaissance can be attributed to the English classroom, as he stated, "It is no exaggeration to say that it was in the English classroom that the Indian literary Renaissance was born" (Gokak, 3). No other foreign language in this country possesses a comparable literary tradition. Despite the presence of French language instruction in India, there exists no Indo-French literary tradition that can be likened to the Indo-Anglican literary tradition. This has also bestowed upon English a distinctive position in our educational system.

India has greatly benefited from its interaction with the English language in various domains of modern activity, including linguistics, science, politics, and administration. Following the attainment of independence, the status of the English language has oscillated between persistent adherence and complete repudiation. Numerous statesmen and scholars, as well as commissions and committees, have issued warnings regarding the abandonment of the English language due to bias and impulsiveness.

English as a Library Language:

In 1966, the Kothari Commission introduced the notion of English as a library language. As per the Commission's statement, a Master's Degree candidate must possess a satisfactory level of proficiency in English or

any other library language to be considered eligible. Considering that several universities continue to use the regional language as the medium of instruction, even at the postgraduate level (with only professional courses being taught in English), the recommendation of the Commission would necessitate that postgraduate teachers possess bilingual proficiency. This implies that they should be capable of instructing in both the regional language and English. Additionally, students at this level should be able to comprehend lectures and utilise reading materials in both the regional language and English.

The adoption of English as a language of library usage connotes that, amidst the language proficiencies of oral communication, written expression, and reading comprehension, the latter is of paramount significance and warrants extensive cultivation in students. This is essential to enable them to peruse all forms of English reference literature, both general and technical, and to effectively utilise it for their intended objectives. In this regard, students acquire the capacity to read expeditiously and with comprehension. Proficiency in efficiently and accurately extracting the essence of literature and publications in the English language is a highly valuable asset in contemporary society. The fundamental concept underlying the utilisation of English as a library language is hereby expounded.

English as a Gateway to the World:

In today's rapidly advancing global landscape, it is imperative for Indian learners to keep pace with the latest developments in science and

technology, which are driving innovation across a range of fields including medicine, agriculture, industry, transport, telecommunications, and space technology.

The English language serves as a gateway to a broad expanse of human accomplishments and extends an invitation to explore uncharted territories. The proficiency of Indian students in comprehending the various forms of English language, including its diverse speech patterns, vocabulary, grammatical structure, and semantic nuances, will have a direct impact on their personal growth and the overall development of India as a contemporary nation in the 21st century.

The statement made by Dr. S. Radhakrishnan, the Chairman of the University Education Commission in 1948, regarding the significance of English language for India, warrants reiteration. English is a language that boasts a wealth of literature across various fields, including humanistic, scientific, and technical domains. According to Radhakrishnan (43), relinquishing the English language due to sentimental inclinations would result in our disconnection from the dynamic flow of knowledge that is constantly expanding.

English language facilitates the process of keeping up with the rapid expansion of knowledge and advancements in science and technology. The process of translating foreign literature into regional languages may prove to be a costly and uncertain endeavour. As the world progresses rapidly, Indian learners may experience a regression in their advancement.

English as a Link Language:

During the period of Independence Struggle, the English language played a crucial role in facilitating communication and collaboration among leaders from diverse regions of the country, enabling them to share ideas and strategize effectively.

The significance of English as a connecting medium within the nation and globally is reiterated by the words of Jawaharlal Nehru.

The language link is a greater link between us and the English speaking people than any political link or Commonwealth link or anything else... if you push out English, does Hindi fully take its place? I hope it will. I am sure it will. But I wish to avoid the danger of one unifying factor being pushed out without another unifying factor fully taking its place. In that event there will be a gap, a hiatus. The creation of any such hiatus or gap must be avoided at all costs. It is very vital to do so in the interest of the unity of the country. It is this that leads me to the conclusion that English is likely to have an important place in the foreseeable future (CIEFL Bulletin, 4).

India's enduring ties with international organisations such as the United Nations, UNESCO, and various economic affiliations like the Commonwealth, SAARC, EEC, and ASEAN, coupled with its increased involvement in the globalised and liberalised economy, as well as the

dissemination of technical knowledge, including satellite technology, worldwide, underscore the significance of English as a potent lingua franca. These burgeoning connections should persuade educational planners and administrators of the pivotal role that English can play in positioning India as a key player in global development.

Communicative competence:

The scope of language competence extends beyond the limited definition of linguistic competence proposed by Chomsky in 1965. Hymes (1971) initially proposed that communicative competence encompasses assessments of what is systematically feasible (i.e., what the grammar permits), psycholinguistically viable (i.e., what the mind permits), and the likelihood of a linguistic occurrence and its implications in its actual execution (Douglas, 26). The acquisition of competence is contingent upon the acquisition and application of knowledge. According to Hymes (282). According to Bachman and Palmer, there are two distinct components that comprise communicative language ability: language knowledge and strategic competence. The concept of strategic competence functions as an intermediary between an individual's internal attributes of background knowledge and language proficiency, and the external context in which they operate. It regulates the interaction between these factors. The comprehension of language is comprised of various components, including grammatical knowledge encompassing vocabulary, morphology, syntax, and phonology, as well as textual knowledge which pertains to the structuring and organising of

language into larger units, rhetorical organisation, and the marking of such organisation, and cohesion. Additionally, functional knowledge is necessary, which encompasses an understanding of the ideational, manipulative, heuristic, and imaginative functions of language. Lastly, sociolinguistic knowledge is crucial, which involves a sensitivity to dialects, registers, naturalness, cultural references, and figures of speech. According to Douglas (35), strategic competence encompasses a series of processes, including assessment, goal setting, planning, and control of execution. Assessment involves evaluating the communicative situation and engaging a discourse domain, as well as forming a cognitive interpretation of the context. Goal setting entails deciding whether and how to respond to the situation, while planning involves determining the necessary elements of language and background knowledge. Finally, control of execution involves organising the identified elements to effectively carry out the plans.

Objectives of Teaching English:

When instructing English to students, it is important for teachers to establish both general and specific objectives for each lesson in order to facilitate the expression and development of various skills among students. In order to satisfactorily complete an undergraduate programme, it is imperative that a student possess a proficient level of English language proficiency. This includes the ability to effectively communicate in English, comprehend lectures delivered in English, and access relevant literature written in the language (ECR, 966). Based on

these observations, it can be inferred that the teaching of English language ought to be centred around the development of practical skills. Attaining complete proficiency in a language necessitates the development of both the capacity to comprehend and the capacity to produce language. The four language skills, namely Listening, Speaking, Reading, and Writing, are interrelated and mutually reinforcing. According to Baruah (9), the psychology of language acquisition suggests that the four fundamental language competencies - listening, speaking, reading, and writing - mutually reinforce one another. Additionally, even when focusing on the development of a single skill, incorporating some degree of emphasis on the other skills can prove advantageous.

- The writing proficiency of undergraduate students appears to be inadequate due to insufficient exposure to effective writing strategies. A significant number of students struggle to produce sentences that are both cohesive and coherent.
- The primary aims of instructing English at the collegiate level are:
- The objective is to familiarise students with the process of reading, memorization, and comprehension of English texts.
- To facilitate the students' enjoyment of the acquisition of the English language.
- In order to facilitate students' comprehension of spoken English as delivered by their instructors and peers, it is necessary to provide opportunities for listening practise.
- To facilitate the development of English speaking fluency among students in their interactions with both peers and instructors.

- The objective is to educate the students in the skill of comprehending and interpreting the assigned reading materials.
- To facilitate the comprehension of English literature among students.
- To implement effective pedagogical approaches for enhancing writing proficiency.

Problems of teaching and learning English in colleges :

Nevertheless, a significant proportion of individuals who have completed their college education depart from the institution with a level of unfamiliarity with English language conventions that is comparable to their level of proficiency upon initial enrollment.

The duration of two years for the Part-II English curriculum is insufficient to adequately expose learners to develop fluency in English communication. Students receive instruction in the English language for approximately six class periods per week over a duration of two academic years. It has been estimated that students exhibit reduced proficiency in English language usage upon completion of their college education. Their proficiency in utilising the most frequently employed structures of the English language is lacking. According to Bala Subramanian (56), the primary objective of a teacher is to equip their students with the necessary knowledge and skills to perform well in examinations, rather than fostering their proficiency in the language they are studying. The student expresses apprehension solely regarding their performance in the examination, while the teacher's primary concern is

to ensure that the pass rate remains consistent. They prioritise the pursuit of intangible concepts over tangible realities. Individuals prioritise the acquisition of diplomas over the acquisition of knowledge. According to Mehta (18), individuals seek shortcuts to knowledge rather than knowledge itself, with the aim of outsmarting the examiner.

In India, students undergo regular internal assessments and semester-based external examinations, typically held in November and April, as a means of evaluation across all states. In this system, students typically engage in a brief period of intensive study immediately preceding the examination in order to successfully pass the assessment. However, eleventh-hour preparation proves to be ineffective when it comes to language acquisition. Consistent practise of language skills over a prolonged duration is essential, and this can only be guaranteed through frequent assessments. According to Baruah (14), the current system that depends solely on semester examinations fails to fulfil its intended objectives. Furthermore, the examination papers are designed in a manner that permits the use of unauthorised aids, such as bazaar cribs, to answer all the questions. In order to excel in this particular assessment, it is not necessary for students to engage in critical thinking, display creativity, exercise their imagination, or demonstrate any particular aptitude. However, it is important to note that the development of integrated language skills is a crucial component of language acquisition. Therefore, it is common for an educator to cover a curriculum that falls short of the expectations of the examiner.

Methods of Teaching English:

In 1963, Edward Anthony, an applied linguist from the United States, introduced the concept of "discrimination." He posited that a method refers to a comprehensive strategy for the systematic delivery of language content. None of the evolved components of the method are in conflict with the fundamental principles of the underlying approach. Therefore, the approach is characterised by a greater emphasis on following a set of established procedures. A method refers to a systematic and regular approach utilised to achieve a specific objective or complete a task. The term "method" connotes a comprehensive and well-structured strategy that is arranged in a logical and systematic manner. The term "way" refers to a systematic approach that involves an orderly and logical arrangement for accomplishing a task. The methodology involves the manipulation of various elements such as selection, gradation, presentation, and repetition.

- **Traditional Method**

The Grammar Translation Method, also known as the traditional method, is considered the most ancient approach to teaching the English language. The utilisation of this approach was initially employed for the instruction of the English language, inspired by the classical tongues of Latin and Greek. The approach entails an initial in-depth study of the components of language, including but not limited to the parts of speech, conjugation, and syntax, by the students. The regulations governing grammar and the various exceptions were committed to memory and subsequently utilised in translation exercises both during and following

the instructional period. The approach utilised did not consider the infrequency or comparative complexity of any lexical items. The student was required to learn all word groupings, including those that were easy or difficult, common or rare. The English sentences were juxtaposed with their corresponding sentences in the mother tongue for the purpose of comparison and contrast. The instructor provided translations for all vocabulary, idiomatic expressions, and complete sentences into the native language of the students. Similarly, the students were also mandated to perform the identical task. The course extensively covered the theoretical aspects of language, however, there was a dearth of practical application of the language.

- **Direct Method:**

According to Professor P. Gurrey, the Direct Method can be considered a principle rather than a teaching method. It is a system that utilises various methods to handle the new language and present it to the class. According to P. Gurrey (24), a direct bond is required between words and their corresponding objects, as well as between sentences and their underlying concepts, and between experience and expression, rather than an indirect bond through the use of one's native language. This approach is commonly referred to as the Natural Method, which involves acquiring language skills in a manner similar to how individuals learn their native tongue.

According to Webster's New International Dictionary, the Direct Method refers to an approach for instructing a foreign language, particularly a

contemporary language, that involves conversing, discussing, and reading in the target language exclusively, without resorting to the learner's native language, translation, or formal grammar study. According to Webster (738), initial language acquisition involves the utilisation of object pointing or picture referencing, as well as the execution of physical gestures.

- **Bilingual Method:**

The Bilingual method was first proposed by Dr. C.J. Dodson, a faculty member at the University College of Wales.

The objectives of this approach are:

- To assess the proficiency of the students' abilities.
- To facilitate the development of the students' ability to communicate effectively in English with proficiency and precision.
- To enhance the proficiency and precision of their written English language skills.
- To facilitate the acquisition of bilingual proficiency by utilising the pupil's native language concepts.

This approach involves the instructor providing explanations of English vocabulary and sentence structures in the student's native language, facilitating prompt recollection of the object or scenario and comprehension of the intended meanings. The instructor and student engage in English sentence practise within an English-speaking context. The Bilingual Method advocates for limited utilisation of the native

language solely by the instructor and not by the student. Additionally, it offers rigorous exercises focused on English language patterns, facilitating the development of accurate linguistic tendencies.

- **Structural Approach**

The Structural Approach, commonly utilised in English language instruction, pertains to the manner in which language material is structured and presented. The syllabus is formed by arranging carefully selected and graded English sentences or utterances in a particular manner. The Structural Approach is not considered a pedagogical methodology. The essence of language lies in its content rather than its mechanics. The sentence patterns or structures that have been chosen are organised according to their respective classes prior to their actual presentation or instruction within the classroom setting.

The fundamental tenets of the Structural Approach encompass:

- a. The predominant mode of language is oral communication.
- b. This refers to a collection of behaviours or routines.
- c. It is advisable to focus on language instruction rather than language meta-knowledge.

Communicative Approach:

The Communicative Approach is an approach that places the learner at the centre of the learning process. The acquisition of language proficiency provides the learner with not only grammatical aptitude, but also social proficiency in terms of appropriate verbal expression, timing,

and situational context, which enables the learner to fulfil both practical and strategic objectives.

The Communicative Approach emphasises the significance of not only fluency in verbal expression, but also precision and suitability. Producing grammatically well-formed sentences is a crucial aspect of utilising language effectively.

The learner ought to possess the capacity to appropriately choose, blend, and utilise sentences while considering the social context. It is the responsibility of the educator to cultivate in the student both pragmatic competence (knowledge of appropriate language use in various contexts) and syntactic competence (ability to construct grammatically accurate sentences).

The Communicative Approach endeavours to cultivate precision and fluency concurrently in the early stages of language acquisition. In this approach, mistakes are not viewed negatively, unlike other methodologies. Rather, they are accepted as valuable opportunities for learning and improvement.

In the realm of English language education, Brumfit and Johnson (1979) opted for a framework in the design of a Semantic Syllabus for written English. The authors emphasised the significance of two specific objectives in the context of the pre-session writing programme. The primary objective is to enable the student to identify and generate exponents that are frequently encountered in communicative functions. The secondary objective is to provide the student with opportunities to

arrange these functions in a logical sequence to produce a cohesive discourse.

A curriculum that is exclusively focused on communicative language teaching achieves its objective of facilitating the acquisition and application of communicative functions. Over time, the student will acquire the ability to generate introductory, developmental, and concluding paragraphs.

Consequently, the writing course will eventually be connected to the preessional reading. The subsequent exercises will bring focus to diverse sequences and establish a clear connection between the writing programme and the speaking/reading programme.

The approach of communicative language teaching involves the integration of language items in a flexible manner to produce meaningful discourse, rather than a strict sequential presentation of individual items.

The approach of communicative teaching is centred around tasks and functions. The language learner is consistently confronted with the challenge of determining the most effective approach to acquiring proficiency in English and devising a personalised strategy to address this issue. The process of discovery serves as a means of acquiring knowledge.

The student is assigned various tasks such as initiating a request for a service or item. These tasks may include

- making a phone call

- capturing someone's attention
- reserving accommodations at a hotel or guest house
- greeting and introducing individuals
- entertaining guests, introducing others
- discussing leisure activities.

The individual undergoing instruction has been educated and prepared to execute these duties. In Indian colleges, it is commonly observed that students struggle to utilise English language for various purposes due to limited exposure beyond the textbook language. Both the process of teaching and learning are focused on examinations.

The Communicative Approach is a learner-centered approach in which the teacher assumes the role of a co-participant rather than an authoritarian master. The individual is providing support in facilitating language tasks for students, such as engaging in group discussions pertaining to booking railway tickets or rooms in a rest house, determining appropriate language to use, and potentially enacting dramatic interpretations of textual materials. It is imperative for educators to furnish all requisite materials and tools to ensure optimal efficacy of communication across all settings.

Teaching English as a Skill:

The acquisition and mastery of a language is contingent upon consistent and deliberate engagement in practical exercises. The language instructor possesses the autonomy to impart language education in a manner of their choosing, however, they must possess a fundamental

understanding of the language and adhere to established pedagogical principles to ensure optimal efficacy in their teaching approach. During the process of teaching, it is essential for the instructor to consider the student's individual learning abilities, cognitive capacity, and learning environment. Certain educators deliberately employ complex English vocabulary during instruction. The learner's cognitive aptitude and capacity for comprehension are often overlooked.

The pedagogy of language instruction relies on specific principles for optimal efficacy. The following discourse elucidates certain fundamental tenets for proficiently instructing a language.

Language skills:

- **Listening:**

Listening is a pre-requisite to further communication. Listening involves processing the data, and giving meaning to the data. Listening is not an isolated activity. It is always followed by some other activity like speaking, reading, and writing. When a person listens to others speaking face to face or through the radio, he is “receiving” language, its sounds and sound clusters, words and word combination which have certain agreed meanings. He is not strictly ‘passive’ when he listens, he is receptive to language.

Children should be trained to listen to English coming to them directly from the teacher and others or indirectly through the radio, tapes and tape recorders. Listening practice may be given through graded spoken

English material starting with sounds, sound clusters and words and sentences and paragraphs.

- **Speaking:**

Speech is commonly regarded as the primary manifestation of language. The acquisition of speaking proficiency necessitates the accurate enunciation of words and the spontaneous utilisation of sentence structures within relevant contexts. The key principles in spoken language are fluency and accuracy.

The acquisition of language is predicated upon the development of speech as a foundational skill. The prioritisation of reading and writing is secondary. Possessing proficiency in oral communication can provide an individual with a feeling of accomplishment, which can serve as a motivating factor for continued advancement. When an individual engages in verbal communication, it is expected that they possess:

- The concept of Mastery of Vocabulary refers to an individual's proficiency in comprehending sentence patterns and their corresponding meanings, and their ability to apply them in relevant contexts. It is imperative for him to possess knowledge of the diverse range of sentence structures that can be derived from basic patterns. It is important to note that in English sentences, word order holds greater significance compared to Indian languages. Mastery of sentence structure necessitates experience and training.

- Proficiency in Grammar: In addition to sentence structure, the individual should possess knowledge of grammatical inflections, such as the use of 's' for plurals and 'ed' or 't' for tense forms. The use of indirect questions and reported speech are common features in academic writing.

Reading:

The act of reading involves comprehending the significance of written characters, specifically those that are printed on a page. The act of reading involves the utilisation of both recognition and comprehension abilities. Comprehension of a written work is contingent upon the reader's active engagement of cognitive processes. The individual in question ought to possess:

- The proficiency in the language.
- The comprehension of the writing system.
- The capacity for interpretation.
- One of the purposes of reading.

During the act of reading, an individual engages with a written work, interprets its content, and generates comprehension through cognitive processes. Engaging in reading is a crucial pursuit in one's life as it enables the individual to enhance their knowledge. The ability to read proficiently is a crucial factor in achieving academic excellence.

Writing:

Writing is the process of conveying concepts or thoughts to a recipient via written means.

The act of writing serves as a manifestation of lucid cognitive processes. Oral communication is a manifestation of cogent cognition. Oral communication is often impromptu, while written communication necessitates the proper application of grammar, the suitability of language, and the reader's ability to comprehend the message. The act of writing can facilitate learning for students in various ways.

The aforementioned practise strengthens the grammatical structures, idiomatic expressions, and lexicon. Moreover, learners are afforded the opportunity to exhibit linguistic creativity by surpassing their acquired knowledge.

Principles of Writing:

The act of writing has gained academic significance due to several factors, including the widespread access to education, the desire to disseminate ideas through contributions to various publications, and the responsibility of individuals to communicate with government and private entities on both personal and official matters. The aforementioned circumstances have resulted in the development of writing courses, and recently, there has been a plethora of research conducted on this topic. Academic writing courses, which cover topics such as expository essays, reports, theses, and other related areas, undergo a process of design, experimentation, and modification. They are provided to meet the academic and social requirements of the students.

Vivienne Maddock has proposed four fundamental principles for the successful development of writing skills, namely comprehension, contextualization, oral communication, and literacy. Initially, it is imperative to convey comprehension of the topic at hand and employ optimal pedagogical techniques to facilitate knowledge retention among students. According to Vivienne's work, referenced as 181. Furthermore, it is only after achieving proficiency in oral communication that a student can excel in written expression. Subsequently, it is imperative to furnish a contextual framework for the topic at hand that is grounded in reality and practicality, and that resonates with students in such a way that they can draw upon their own experiences. Furthermore, apart from instructing on proper grammatical structures, it is equally imperative to educate individuals on the appropriate colloquial speech utilised in everyday conversations, as such interactions typically involve the prevalent structures and usage of spoken English. In addition, it is imperative to assist students in developing proficiency in both written and oral forms of the language. However, it is recommended that this instruction be provided solely after students have attained a certain level of competence and self-assurance in their spoken language abilities. According to certain scholars, the assessment or grading of a student's writing, commonly referred to as evaluation, is contingent upon three primary factors. These factors are considered to be a measurement of the student's progress and writing.

(a) The variety, the dialect and the style of English.

(b) Knowledge of 'syntax', 'phonology' and 'semantics'.

(c) Skill in decoding sentences.

A Model for Writing:

The process of writing can be categorised into three distinct stages, namely prewriting, writing, and reading.

Prewriting:

During the pre-writing phase, individuals typically engage in information gathering activities such as perusing written materials and taking notes, conducting phone interviews, reviewing relevant files, conversing with others, or engaging in introspection. Subsequently, the individual creates a structured plan. This statement may not be entirely comprehensive.

Writing:

During the writing process, the individual generates an initial draught of their written work in a prompt manner. The individual in question prioritises significant aspects such as the comprehensive arrangement, the transition between concepts, and the interconnection of components with the entirety. The individual in question does not concern themselves with minutiae such as proper punctuation or selecting the most fitting vocabulary. In the event that he engages in such behaviour, he will divert his attention from the aforementioned significant concerns.

Rewriting:

During the revision process, the writer can attend to both minor and major concerns. The author may allocate time towards selecting precise

vocabulary and determining the necessity of punctuation, without being impeded by such minutiae during the revision process, as the coherence of the paper has already been established during the initial composition phase. Many proficient writers prefer to take a break from their work for a certain period, possibly several days if feasible. By temporarily putting aside his draught, the writer enables himself to revisit it with a renewed perspective, akin to that of an external observer. Subsequently, the observer may discern remarkable phenomena that were previously overlooked. The third stage is comparatively less cognitively demanding, yet holds significant importance.

Teaching of Writing:

The acquisition of writing skills cannot be considered as a mere organic progression of acquiring spoken language abilities. Individuals typically acquire their primary language through informal exposure at home, without any structured instruction, while the majority require formal education to acquire the skill of writing in the same language. Writing can be a challenging task for numerous adult individuals who are native speakers of a particular language. The processes of speaking and writing are distinct from one another.

Acquiring a second language enables an individual to effectively engage in interpersonal communication, comprehend and articulate ideas, interpret written text, and produce written content. Acquiring the ability to effectively communicate in the absence of immediate physical presence of the interlocutor is a crucial aspect of complete engagement

in a novel cultural milieu. This entails mastering the art of conveying messages without the benefit of direct auditory and visual cues from the recipient. Individuals travelling to a foreign nation may frequently be required to compose a written message for the postal carrier, complete a customs declaration document, provide written directives, or craft an expression of gratitude.

The inclusion of writing in the second-language syllabus cannot solely be attributed to the common need for individuals to engage in written communication with one another. Writing serves as a valuable tool for facilitating student learning. The act of writing serves to strengthen the grammatical structures, idiomatic expressions, and lexicon that have been imparted to our pupils. Furthermore, as students engage in writing, they are afforded the opportunity to experiment with language, surpassing their current level of proficiency and embracing the challenge of taking linguistic risks. Thirdly, as individuals engage in writing, they inevitably become deeply immersed in the target language. The exertion required to articulate thoughts and the continuous utilisation of visual perception, manual dexterity, and cognitive faculties represent a distinctive approach to consolidating knowledge acquisition. As writers encounter difficulties in determining their next course of action or in articulating their thoughts on paper, they frequently encounter novel insights or innovative methods of conveying their concepts. The identification of an authentic necessity for selecting appropriate vocabulary and constructing suitable sentence structures has been made. The intimate connection between the cognitive processes of writing and

thinking renders writing an indispensable component of any language curriculum.

Sentence writing is a significant aspect of writing in ESL (English as a Second Language) classes, particularly in elementary level instruction. Students engage in sentence repetition or completion exercises to reinforce their understanding of sentence structure, grammar rules, and vocabulary acquisition. Pattern sentences are utilised by them to execute substitutions or transformations.



Fig.2 Source: Ann, Raimes, 73.

The skill of writing includes a number of sub-skills. The sub skills of writing are:

1. **Mechanics** - handwriting, spelling, punctuation, etc.
2. **Word choice** - vocabulary, idiom, tone.

3. **Organization** – paragraphs, topic and support, cohesion and unity
4. **Syntax** – sentence structure, sentence boundaries, stylistics etc.
5. **Grammar** – rules for verbs, agreement, articles, pronouns, etc.
6. **Content** – relevance, clarity, originality, logic, etc.
7. **Writing process** – getting ideas, getting started, writing drafts, revising etc.
8. **Purpose** – the reason for writing, justification

The direction of writing can pose a challenge in written communication, even in seemingly straightforward contexts. English language learners typically write from left to right, whereas individuals who have received their education in Urdu are accustomed to writing from right to left or from top to bottom. Diverse pedagogical methods are employed in varying academic settings to instruct students in the art of writing, contingent upon the specific conditions under which English language acquisition is initiated.

When instructing students in the development of writing abilities, educators tend to focus their efforts on the composition of paragraphs. This implies that writing encompasses more than just proficient

penmanship, fine motor abilities, and comprehension of grammatical principles. The primary focus is on the effective transmission of concepts and thoughts. The emphasis lies on the arrangement and connection of concepts and progressions, as opposed to grammatical correctness. The significance lies in the coherence and cohesion of ideas, which pertains to their clarity and interconnectedness. Linguistic cohesion is established through the use of linkers and connectives, while coherence pertains to the manner in which ideas are interconnected. Although linguistic devices are employed to achieve cohesion, coherence is primarily a manifestation of lucid thinking. Both the fluency and accuracy of writing are crucial aspects. It is imperative to possess the ability to articulate effectively and produce precise written content. Effective writing is a manifestation of lucid cognition. Ann Raimes employs diagrams to effectively illustrate the intricate nature of sub-skills.

Error Analysis:

The analysis of errors is widely regarded as an effective method for elucidating and comprehending the mistakes committed by individuals who are acquiring English as a secondary or non-native language. The aforementioned statement elucidates the categories and origins of said errors. In the latter half of the 1960s, a new approach emerged as a substitute for contrastive analysis, which had proven inadequate in explaining the errors made by language learners. Over the course of several years, numerous scholars have provided various definitions for the term "error analysis." Ubol (1988) defines error analysis as a

methodical account and interpretation of errors committed by learners or users in their written or spoken production of the language being studied (p.8). According to James (1998), error analysis refers to the systematic examination of the frequency, characteristics, origins, and outcomes of language errors (p.1). Richards and Schmidt (2010) provide an alternative perspective on error analysis, characterising it as an examination and evaluation of the mistakes committed by individuals who are acquiring a second language (p. 201).

Undoubtedly, mistakes are a significant aspect in the acquisition of English as a second language. Numerous academics have emphasised the significance of errors made by learners. Corder's (1967) assertion, as cited in Sawalmeh (2013), posits that the errors committed by learners can be advantageous to educators, learners, and researchers. Errors made by learners serve as indicators of their progress in language acquisition for educators. Educators may utilise it as a resource to enhance the writing proficiency of students. Errors can serve as valuable resources for language learners. Finally, errors serve as evidence for researchers regarding the process of language acquisition and learning among learners. Furthermore, according to Alhaisoni's (2012) research, errors made by learners can be beneficial for both educators and students. The system furnishes educators with data regarding the mistakes made by their pupils. This aids educators in three distinct manners: firstly, by facilitating the identification and correction of errors; secondly, by enhancing the quality of their pedagogical practises; and

thirdly, by directing their attention towards areas that require additional reinforcement. (p. 55).

English for ESL Learners:

Broadly speaking, the differentiation between EFL and ESL pertains to the instruction of English to individuals who are not native speakers of the language. Specifically, EFL refers to the teaching of English to non-native speakers in countries where English is not the primary language, while ESL refers to the instruction of English to non-native speakers in countries where English is the dominant language. English as a Foreign Language (EFL) is commonly instructed in countries where the native language is not English and where English is not the primary medium of instruction. It is typically taught within the educational system. In cases where English is regarded as a secondary language, it is necessary for the medium of instruction in both educational and governmental contexts to be conducted in English. English is considered a second language for Indians due to its status as the medium of instruction in education and government in India.

Statement of the Problem:

English language instruction has assumed a significant role in the education of students in Arts and Science colleges. However, students encounter greater challenges in acquiring proficiency in English, particularly in written expression, even at the advanced stages of their academic journey. This phenomenon could potentially be attributed to insufficient opportunities for practise and inadequate instruction in the

development of writing proficiency. The skill of writing holds paramount importance in the context of education. However, the students acquire knowledge solely during the examination period. Despite the concerted efforts made across various sectors of the educational system, obstacles have persisted in the realm of acquiring writing skills. Several initial investigations indicate that students enrolled in Arts and Science Colleges encounter various writing difficulties that impede their ability to excel in linguistic proficiency.

Significance and scope of the study:

The purpose of this study is to assess the proficiency of writing skills of undergraduate students in Arts and Science colleges in Tirupattur District. This study is centred on the challenges encountered by students of Arts and Science College with regards to their writing skills. The aim is to identify these challenges and implement appropriate remedial measures to address them. The current study holds significance as it has the potential to offer guidance on writing proficiency to students enrolled in Arts and Science Colleges. The objective of this study is to obtain empirical data that supports the notion that students who are enrolled in Arts and Science Colleges lack proficient writing skills despite having studied language for a period exceeding fifteen years.

Research Objectives:

- To assess the writing proficiency of senior Arts and Science College students.

- To evaluate the proficiency of students in the areas of Vocabulary and Grammar.
- To classify the various categories of errors present in the writing of students in a comprehensive manner.
- To evaluate the impact of students' socio-economic status on their writing abilities.
- To identify the psychological, linguistic, and cognitive challenges that students encounter when writing.
- To ascertain the challenges faced by students in their writing abilities.
- The objective of this study is to identify common errors made by students in their writing.
- The objective is to evaluate the effectiveness of writing instruction and acquisition within a classroom setting.

Research Questions:

1. Can the learners correct most of the errors in writing by correcting the global errors?
2. Can the students learn the idiosyncratic errors and self-correct it?
3. Can the treatment be effective when treated in terms of LSRW skills?

Research Hypothesis:

In any research hypothesis took an important place. In the present research hypotheses are framed based on the aim and objectives of the study. It is proposed to test the following hypothesis in this study:

- There is no significant difference between the means of vocabulary scores and writing skills of the students.
- There is no significant difference between the means of grammar scores and writing skills of the students.
- There is no significant difference between teaching environments and writing skills.
- There is no significant difference between Socio – economic background of the students and writing skills.
- There is no significant difference between language teaching method and writing skills of the students.
- There is no significant difference between writing skills of the Arts, Science and commerce students within the college.
- There is no significant difference between the means of writing scores of male and female.
- There is no significant difference between the means of writing scores of rural and urban students.

Research Methodology:

The study employed a methodology of descriptive research. The Descriptive method, also known as Statistical research, is a type of research methodology. The primary objective of this particular research approach is to provide a comprehensive depiction of the data and

attributes pertaining to the subject of inquiry. The concept underlying this category of analysis involves the examination of frequencies, means, and other statistical computations. Descriptive research is typically employed by researchers seeking to enhance their comprehension of a particular subject matter. Descriptive research is utilised to gather data pertaining to the present state of a phenomenon, in order to provide a depiction of "what exists" in relation to variables present in a given situation. The methodology of descriptive research is characterised by

the following features.



Descriptive Research Methodology

Both Quantitative and Qualitative analysis are performed for this research. Research methods like, Survey Method, Questionnaire Method and Observation Method are also adopted.

Research Data Analysis and Framework:

The data gathered from the informants was analysed. The errors made by the informants were categorised and subjected to analysis for the purpose of error analysis. The statistical analysis has been completed. Initially, the correct and incorrect entries were tallied, followed by an inference of their comprehensibility through statistical analysis. The analysis focused on the characteristics of errors and their frequency of occurrence. The data has been utilised to establish foundations for both quantitative and qualitative analysis. The statistical analysis was conducted using SPSS version 16. The study involved an examination of data through the use of tables, charts, diagrams, and subsequent interpretation. The performance of both individual and group informants was analysed and evaluated based on their respective performances, resulting in the assignment of marks.

Organization of the Thesis:

- **Chapter I: Introduction**

The introductory chapter provides a succinct overview of language, tracing the historical development of the English language and its growth over time. The chapter also delves into the future role of English, particularly in the context of India and Tamil Nadu, and explores the complexities of teaching English as a second language (ESL) and English language teaching (ELT). Additionally, the chapter highlights the challenges associated with teaching English and the difficulties faced by undergraduate students in mastering writing skills. The chapter

concludes by outlining the study's objectives, significance, scope, limitations, social relevance, and hypotheses.

- **Chapter II: Review of Literature**

The objective of Chapter Two is to offer a comprehensive overview of the relevant literature pertaining to the current study. This paper endeavours to provide a comprehensive review of existing research conducted both domestically and internationally. A clear comprehension of the research problem and research outputs proved to be advantageous in facilitating the research. This chapter emphasises the significance of conducting a thorough review of literature, including a comprehensive list of reviews, significant theories, and quotations utilised in prior research endeavours. The review includes pertinent details such as the researcher's name, year of publication, research centre of focus, and key research findings. The preference has been given to reviews from the past decade.

- **Chapter III: Research Methodology**

Chapter three primarily centres on the methodology employed and the collection of data. The text delves into the topic of descriptive research methodology, research design, questionnaire preparation, questionnaire standardization, informant selection, data collection, and data elicitation. Additionally, the research methodology elucidates the employment of various research instruments such as questionnaires administered to students and teachers, interviews conducted with teachers and students, as well as classroom observations.

- **Chapter IV: Data Analysis and Interpretation**

The present chapter pertains to the examination and elucidation of data. The visual depictions and subsequent analyses are derived from gathered empirical evidence. The statistical analysis was conducted utilising the software programme SPSS (Statistical Package for Social Science). The statistical analyses of ANOVA, correlation, t-test, and paired t-test were conducted using the SPSS software package. This chapter evaluates and assesses multiple facets of writing proficiency. Tables, cover design, printing, illustrations, charts, and graphs are utilised to conduct error analysis, percentage analysis, and SPSS analysis. The evaluation of students' proficiency in diverse competencies, such as vocabulary, grammar, and writing, is conducted comprehensively. This chapter delineates the assessments conducted to identify the mistakes committed by the pupils. The academic performance of both individual students and groups has been analyzed, and marks have been assigned accordingly. The assessment and evaluation of quantitative data is conducted.

The results and findings have been announced. The null hypotheses are subjected to testing.

- **Chapter V: Findings, Conclusions, Recommendations**

The fifth chapter serves as the conclusion. This chapter presents the results of the current study, along with observations, suggestions for enhancement, and recommendations for educators and educational institutions. Additionally, it proposes certain corrective actions that

students can undertake to enhance their writing proficiency. Finally, the study culminates with an exploration of potential areas for further research and future investigation.

Conclusion:

The present study elucidates the significance of written communication skills for undergraduate English language learners. The chapters primarily centre on the history and growth of the English language, its future role, and the teaching and learning of English in Tamil Nadu and India. It delves into topics such as ESL, ELT, first and second language acquisition, the standard of English language teaching, challenges in English language teaching, language skills, writing skills, and teaching writing skills. Additionally, the chapter explores the use of English for undergraduate students, the problems they face, and presents a statement of the problem, aim and objectives of the study, significance and scope of the study, limitations, and research hypothesis.

CHAPTER II

REVIEW OF LITERATURE

Introduction:

The primary objective of conducting a literature review is to ascertain the extent of research that has been conducted in a particular field, to provide a rationale for further investigations on the same topic, to address any gaps that may exist, and to elucidate any inconsistencies or corroborate established facts. It can facilitate the execution of methodologies and protocols for conducting research or generating novel insights and viewpoints. The present chapter is dedicated to the researcher's comprehensive examination of the pertinent literature available in relation to the current study. The scholar has conducted a thorough review of the pertinent literature, which provided guidance for the present study.

The term "review of literature" comprises two significant components, namely, "review" and "literature." The term 'literature' in this context conveys a nuanced interpretation distinct from its conventional definition. Research methodology pertains to the comprehension of a specific field of inquiry within any given discipline, encompassing both theoretical and practical aspects as well as relevant research studies. The term 'review' refers to the process of synthesising existing

knowledge in a particular area of research in order to construct a framework of understanding that demonstrates the potential contribution of a given study to the field. The process of conducting a literature review is both intellectually demanding and time-consuming, as it requires the researcher to integrate existing knowledge in the field in a novel manner to establish the justification for their study. The research process comprises two distinct phases. The initial phase involves the identification of all pertinent published materials in the problem area. The subsequent phase involves the establishment of a foundation of ideas and results upon which the research will be constructed.

The review of literature is a written composition that endeavours to examine the essential aspects of existing knowledge and methodological strategies pertaining to a specific subject matter. Frequently linked with scholarly literature, such as theses, it commonly comes before a research proposal and findings segment. The primary objective of this endeavour is to provide the reader with the latest information available in the literature pertaining to a particular subject matter. This serves as a foundation for achieving a secondary objective, such as identifying potential areas for future research in the field.

Charter V. Good asserts that conducting a survey of pertinent literature is imperative for effective planning, execution, and development of accurate problem concepts and solutions. According to Charter V. Good (59), the aforementioned resource offers a set of guiding hypotheses,

recommended investigative methods, and comparative data that can be utilised for interpretative purposes.

According to John W. Best, the inclusion of a summary of established authorities and prior research serves as a testament to the researcher's familiarity with existing knowledge and unexplored areas of inquiry (Best, 40).

The review of related literature serves as a conceptual framework for the proposed research and offers guidance on the methods, procedures, data sources, and statistical techniques that are suitable for addressing the research problem. The formulation of hypotheses by the researcher will be based on a comprehensive review of related literature, which will provide the underlying justification for the study.

The current investigation utilised various sources such as books, periodicals, abstracts, encyclopedias, dissertations, handbooks, yearbooks, and journals to comprehend the issue and formulate the research methodology. Extensive research has been conducted on the various components of the present study, including Communicative Competence, Writing Skill, Traditional Method, and Communicative Approach to Language Teaching. The literature related to these components has been thoroughly surveyed.

The literature review has been categorized into the subsequent sections:

1. Examination of Theoretical Literature Related to the Topic
2. Analysis of Research Studies Relevant to the Topic

In the early 1980s, a shift in second language pedagogy occurred with the emergence of the Communicative Approach. This approach represented a departure from traditional methods, much like the revolutionary shift from monarchy to democracy.

The objective is to enhance the learner's ability to effectively communicate through the development of their communicative competence. To clarify, the primary focus is on fostering the communicative proficiency of individuals who are acquiring a new language.

According to Howatt (2004), the impetus behind the development of a communicative approach was initially remedial in nature. It aimed to address the deficiencies of prevailing structural syllabi, materials, and methods. (p. 279). The current methodology is structured according to communicative functions. This perspective acknowledges the significance of grammar in the pedagogy of language, while simultaneously scrutinising the efficacy of grammatical regulations in the absence of practical application within authentic contexts.

- **The Approach of Communicative Language Teaching (CLT)**

In the realm of language education, there has been a discernible transition in recent times from a focus on innate motivation to an increased attention towards external elements. Currently, a limited group of authors contend that the act of acquiring a language is intrinsically advantageous to one's intellect, or that the acquisition of languages facilitates comprehension of other cultures, thereby shaping our own

cultural identity and self-concept. It is now more probable that the conclusive actions of a purely utilitarian nature will be designated. However, the issue with such synopses of ultimate conduct is that they have a tendency to view the pragmatic function of language in a manner that is detached from educational concerns. The instruction of language thus transforms into a solely technical matter, devoid of any personal or ideological implications. The aforementioned alluring perspective can solely be rationalised in circumstances where the language being instructed is restricted to technical usage, meaning it can be anticipated. There is a scarcity of language instruction that adheres to this approach, as the moment the language attains a level of complexity that necessitates a generative system, the user's individual requirements dictate its application. These requirements are invariably non-exclusively technical in nature. The total involvement of learners in the acquisition of a new language has been a topic of concern for many contemporary writers, who have deemed it necessary to reject any under-emphasis on this aspect. The crux of the matter is that, regardless of how educators opt to delineate the curriculum, pupils are presented with a framework that possesses significant semantic capacity. The manner in which an individual chooses to utilise the aforementioned resource is contingent upon their personal disposition and available prospects. However, it is imperative for the educator to provide a tool that possesses a capacity that extends beyond the confines of a singular needs assessment. Restricting the learner's autonomy to apply newly acquired skills in unforeseeable ways undermines the very competencies that are essential

for optimal adaptation to anticipated demands. Linguistic behaviours that do not necessitate improvisation can be considered as demanding language-like behaviours, as opposed to genuine linguistic behaviours. This is because improvisation is an inherent feature of any human interaction. The profile serves as a mere guide and benchmark for evaluating a syllabus in relation to the practical requirements of the actual world. It remains ambiguous as to how this assessment can serve as a comprehensive gauge of the sufficiency of a syllabus.

The current discourse and practise in methodology encounter certain challenges, which stem from both our limited knowledge and societal influences on language instruction. These difficulties hinder the harmonisation of various elements of the ongoing conversation and implementation of methodology. It is important to acknowledge that there exists a significant consumer demand for language courses that impart a specific code to address particular communication issues. The extent to which this request embodies an oversimplified perspective on language acquisition notwithstanding, it undoubtedly represents a significant economic force. However, the comprehension of the language acquisition procedure remains insufficiently lucid for us to exercise complete control over it or to ascertain the precise consequences of our interventions on the learner.

Paradoxically, there are two conflicting pressures that influence the scope of our courses. One pressure leads to a narrower focus on elements that are relevant to specific needs, while the other pressure

emphasises the indivisibility of language into distinct aspects for code and personality. Currently, a significant overarching obstacle is to develop an approach that is cost-effective for the limited curriculum while maintaining a level of integrity in regards to linguistic matters. Many educators have been preoccupied with a methodology that is often not explicitly discussed, for a number of years. There exists a commonly held belief that the implementation of communicative teaching ought not to be limited to the mere identification of course components, but rather should encompass a fundamental shift in pedagogical approach. It is worth mentioning that the majority of discourse has centred around established methodologies, such as the implementation of collaborative and dyadic activities, simulation and enactment exercises, and other approaches that have been employed, albeit more prevalently in the latter rather than the non-native language context, for a considerable duration.

One of the focal points in the discourse surrounding the instruction of native language has been the emphasis on the significance of proficient communication, or at the very least, communication that is as proficient as the participants desire and are capable of achieving. The concept of prioritising oral communication is a familiar one to experts in the field of foreign language education, however, a focus on proficiency is a relatively new development. The conventional syllabi were founded on the precise development of the intended language, akin to the construction of a structure in accordance with a predetermined plan. It may be worthwhile to contemplate the ramifications of utilising

competency as the foundation for a language curriculum, as opposed to prioritising precision.

The rationale behind the uncertainty surrounding the complete desirability of relying solely on accuracy as a basis can be succinctly expressed. The term 'accuracy' is a subjective concept that is contingent upon the societal evaluation of the language utilised by a particular speech community. Establishing an idealised level of accuracy for a teacher necessitates relying on a model, which may or may not be strongly grounded in empirical evidence, developed by a descriptive linguist. Typically, this type of model is founded upon literary sources, although it is not necessarily limited to such sources, and it consistently incorporates a significant level of idealisation. From a pedagogical standpoint, the use of shortcuts can be justified as a means of encapsulating the fundamental principles of the target language. This approach allows for future adjustments to be made as learners gain experience in a broader range of contexts. Adhering to a model of precision, whether it is based on grammatical or functional criteria, involves assuming several potential risks. These risks include the possibility that rigidity may be reinforced by relying too heavily on a prescriptive model, that flexibility and improvisation skills may be overlooked, and that written language may begin to overshadow spoken language, among other potential concerns. The aforementioned drawbacks can be surmounted, particularly in second language contexts where language immersion beyond the confines of the classroom, which entails the use of language in practical settings, can make up for the

inadequacies of the instructional environment. In the context of a foreign language setting, these drawbacks assume greater significance.

- **Teaching based on Competency:**

It is plausible that the emphasis on competency may elicit a more favourable response from learners, despite the significant role of college in promoting accuracy-based teaching through socialisation. However, it is important not to underestimate the impact of college on learners' inclination towards accuracy-based teaching. The rationale behind this approach is comparable to the arguments presented by Wilkins in favour of a notionally organised syllabus, as stated in his work (Wilkins, 72). Undoubtedly, it is beneficial to encourage novice language learners who possess an innate understanding of the adaptable nature of the language system and the interconnectedness of form-function and paralinguistic characteristics. The inquiry raised by Allwright regarding the manners in which educators impede the process of learning is of significant importance and cannot be disregarded (Allwright, 85). The issue at hand pertains to the manner in which learners who resist an idealised model for accuracy should be accepted, rather than whether they should be accepted.

The concept of competency may align more closely with the observable syllabus of a natural learner in a complete immersion setting. In such a scenario, the inexperienced learner relies heavily on oral communication, utilising competent yet imprecise language, rather than meticulously constructing accurate language items based on a descriptive model. This

foundation will also prompt us to prioritise the utilisation of knowledge over its structure. This would prompt us to scrutinise the methodology employed in the teacher-pupil relationship, as well as the language content utilised, rather than solely focusing on the syllabus specifications. The implementation of a suitable methodology could facilitate the achievement of a student-centered curriculum. A curriculum that prioritises accuracy is inherently deficient for students as it fails to begin with the student's existing knowledge and abilities. Due to the fact that the basis of this issue lies in the model of descriptive linguistics and the fact that language acquisition is possible for all learners, but the ability to describe it may require training, a persistent discrepancy exists between the instructional offerings of teachers and the abilities of learners. A curriculum that aligns with a student's natural abilities can serve as a guide for the instructor's future actions and highlight areas where the student may need to refine their instincts, thus indicating where additional assistance may be necessary. Simultaneously, the student is anticipated to engage in the process of groping and rephrasing, thereby acquiring the techniques for effective communication that are inherent to all native language speakers and must be cultivated in the context of foreign languages. The focal point lies on the utilisation of the target language, rather than its ownership.

A pedagogical approach centred on communication involves initiating students into communication by providing them with opportunities to tackle the communication-related difficulties that arise. As students engage in the exercises, they would need to expand their linguistic

abilities in order to successfully complete the assigned tasks. Subsequently, the individuals would receive further instruction, which may take the form of conventional teaching methods. Thus, it is evident that individuals possess a self-perception of enhancing their communication skills and effectively fulfilling the given task. This procedure cannot be considered as a mere solution to a motivational issue. Furthermore, it pertains to the acquisition of learning principles, as the intricate nature of linguistic and communicative systems necessitates novel learning. For optimal learning outcomes, it is imperative to closely integrate new knowledge with pre-existing knowledge. Additionally, when acquiring a language for practical purposes, it is essential to establish a direct connection between newly acquired knowledge and its intended application. The utilisation of language in the classroom extends beyond its mere functional significance. Ideally, the language employed should possess a discernible cognitive and affective correlation with the learners who utilise it. The longstanding inquiry regarding the purpose for which language learners utilise the language and the suitability of particular subject matter has acquired a renewed sense of importance.

The formulation of a competency-based syllabus may seem to present greater challenges in terms of its specification compared to an accuracy-based syllabus. Indeed, while it may be accurate that the syllabus specification is not readily apparent, the discourse surrounding syllabus, which has engaged numerous applied linguists in recent years, will be especially crucial in determining the suitable content for competency-

based education. The examination of spoken discourse has the potential to forecast the nature of communication that may arise in a classroom environment, contingent on the level of oral proficiency. However, it is imperative to supplement such analyses with evaluations of the challenges encountered by foreign language learners in spoken discourse, both in natural and instructional contexts. The empirical inquiry primarily concerns the correlation between research, syllabus design, materials development, and methodology. Achieving matching exercises to correspond with stages in learner progress necessitates a partially iterative approach, although the endeavour appears to be highly advantageous.

From one perspective, the appreciation of the contrast between accuracy and competency is primarily metaphorical. Academic institutions prioritise both aspects of education in their classrooms. The aforementioned change in focus prompts us to reexamine several longstanding inquiries through a fresh lens, and to employ a straightforward dichotomy as a tool for scrutinising pedagogical approaches when discussing communicative instruction. Despite the challenges associated with delineating the precise meanings of accuracy and competency, the differentiation between these two constructs holds significance in directing scholarly discourse towards a range of pivotal issues that remain unresolved.

The pedagogical strategy for English language instruction, which endeavours to cultivate communicative competence, empowers the

learner to articulate concepts and perform tasks in the English language. The adoption and discussion of this approach has gained significant momentum as individuals prioritise the practical application of language over the mere mastery of its system, as noted by Wilkins (1989). The notional syllabus theory incorporates communicative aspects of language from the outset while also considering grammatical and situational factors. There are a minimum of four distinct modes of communication that are widely acknowledged, namely gestures, speech, writing, and graphics. In any given social context, human communication utilises all four modes to varying degrees.

The concept of Communicative Competence is subject to relativity, even when considering one's native language. In situations where communication barriers arise, both native and non-native speakers employ specific techniques, including but not limited to, conjecture, rephrasing, nonverbal cues, and repetition, to effectively convey their intended message. It is advisable to prioritise the endeavour of conveying intended significance rather than evading it. The act of attempting to engage in communication with individuals who possess fluency in a particular language, whether they are native speakers or not. According to Corder, the acquisition of this competence takes place. According to Corder (21), communicative strategies are significant instruments for learners. The objective of these approaches is to facilitate the process of negotiating meaning.

Currently, there exists a plethora of models for ESL (English as a Second Language) and EFL (English as a Foreign Language). The model proposed by Munby is situated within a framework that encompasses both communication and sociology. Munby's model is centred on the participant, specifically the student, and is characterised by a communicative type that is informed by the student's specific needs. Although some of these needs may be recognisable, others may deviate from conventional notions of needs (Munby, 84). In conducting a needs assessment, it is customary to inquire about the purposes, setting, and level of the student. However, additional factors such as the dynamic role that the student will assume, including social interaction, in addition to the professional application of English, as well as the preferred mode of communication, whether written or spoken, are now being considered.

Munby's Model for Specifying Communicative Competence (1978)	
<i>Participant</i>	<i>Purposive domain setting</i>
Communication needs processor	Target level interaction
	Instrumentality dialect
Profile of needs	Communicative event
	Communicative key
Languages skills selector	Meaning processor Linguistic encoder
Communicative Competence specification	

Table.1 - Munby's Model for Specifying Communicative Competence

It is recommended that students acquaint themselves with the dialect, communicative event, and communicative key that are most likely to occur during their interactions. This includes understanding the acts or functions they are expected to perform and the appropriate tone to use, such as being polite or firm. Munby generates a comprehensive analysis of the communicative requirements of the learner. However, the aforementioned requirements have not been expressed in linguistic manifestations, thereby necessitating an additional three stages. The initial component pertains to the selection of language skills, which exhibits the functional and notional proficiencies required by the learner. The second component is the meaning processor, which incorporates socio-semantic processing. This enables the student to comprehend the illocutionary force of utterances. The third aspect pertains to the linguistic encoding of the optimal concepts derived from the selection of skills. In layman's terms, it can be inferred that an individual seeking to utilise a telephone within another's workspace may have at their disposal a potential thirty distinct methods by which to solicit authorization. It is evident that the aforementioned quantity necessitates reduction to a feasible magnitude for pedagogical intents. Despite its incompleteness, Munby's model sheds light on previously unaddressed aspects of designing ESL/EFL courses by highlighting the significance of communicative curriculum design. However, it is important to note that the model does not delve into teaching methodology, testing, evaluation, and other related areas.

According to Brumfit, C.J., there is a need for language teaching to prioritise the notion of 'competency' in order to reinstate a truly educational outlook towards its objectives. To a certain degree, this phenomenon is already occurring. As individuals gain a more comprehensive understanding of the learning processes, they recognise the constraints of solely examining language without taking into account the cognitive and cultural processes in which it is situated. The language acquisition process occurs at a profound level within the learner's psyche. The language instructor's objective is to establish a connection between the learner's intrinsic and internal requirements and the extrinsic expectations of the larger community. The disintegrated analysis of societal demands necessitates a subsequent process of reintegration for comprehension and description. This process demands sensitivity and a holistic approach towards learners. If the concept of 'communication' is limited to the mere replacement of one mechanical metaphor with another, then it lacks any significant contribution. This statement suggests that language teaching materials are not designed for learners, but rather created by them, which could potentially result in the failure of the teaching process if the materials are not effective. Additionally, it implies that the lack of appropriate packaging for language learning could lead to the ineffectiveness of the machine.

Communicative language teaching is an approach that regards language as a means of communication, emphasising the speaker's ability to use language in various socio-linguistic and socio-cultural settings. Canale and Swain conducted an analysis of communicative language teaching

across four distinct dimensions, namely Grammatical competence, Sociological competence, Discourse competence, and Strategic competence. Currently, there exists a substantial quantity of communicative textbooks, which typically feature exercises that bear resemblance to those found in structurally organised textbooks. In pedagogical practise, it is common for educators to integrate both a structural and communicative approach when utilising a functional book, taking into consideration the individual needs and circumstances of their students. According to Canale and Swain (108),...

Models of teaching activity in relation to communicative teaching have been proposed by Wilga Rivers (1981) and Littlewood (1981). According to scholarly discourse, it has been suggested that skill acquisition or pre-communicative endeavours may be expanded to encompass pseudo-communicative or quasi-communicative undertakings. It is important to acknowledge that the transition from task-based activities to fully communicative activities is the most challenging aspect of implementing a teaching programme grounded in communicative methodology.

According to Littlewood, engaging in communicative activities offers several benefits, including the opportunity for comprehensive task-based practise, increased motivation, organic learning, and contextual support for the learning process. According to Rivers (68), classroom activities within the communicative methodology can be categorised into two groups: "skill-getting" or "pre-communicative" and "skill-using" or "communicative." According to Littlewood (25), communicative activities

can be categorised into two distinct types: Functional Communicative Activities and Social Interaction Activities.

The evaluation of Communicative Competence, predominantly acquired in an academic setting, may prove challenging when utilising conventional methods of traditional testing methodology. The utilisation of an environment that emulates real-life scenarios could potentially enhance the assessment of said competency.

Johnson (year) has proposed a set of five principles that educators ought to consider when developing a communicative syllabus. i) The process of conveying or transmitting information from one individual or system to another. The concept of information gap refers to a situation where one person has certain information that another person lacks. This can create a communication barrier and hinder effective communication between the two individuals. III) Dependency of Tasks The fourth strategy involves the correction of content, while the fifth strategy is known as Jigsaw. According to Johnson (K, 85),...

As noted by Hymes, the regulations of grammar would be rendered ineffectual in the absence of the regulations of usage. Widdowson advocates for a shift in language instruction that prioritises the utilisation of sentences in combination, as opposed to an exclusive focus on isolated sentences. According to Roussel (83), it could prove to be especially advantageous to document phrases as opposed to individual

words, and within contextual frameworks as opposed to in isolation, starting from an early phase.

Savignon and other scholars espouse the use of communicative activities. According to Savignon (54), there is a rejection of the idea that learners need to attain proficiency in grammar and vocabulary prior to engaging in communicative tasks.

According to Breen's perspective, the syllabus functions as a blueprint outlining the intended outcomes and ultimate behavioural objectives (Breen, 1983). There is a contention that a syllabus ought to undergo development in collaboration with students. There is a prevalent belief among individuals that it is imperative to consider both the substance and approach when evaluating a given subject matter. In any circumstance, it is recommended that a syllabus incorporates a communicative methodology component. Numerous academics have underscored the significance of incorporating language use-oriented categories in syllabus design to promote more efficacious pedagogy. Emphasis should be placed on the significance of authentic language use, particularly in social contexts, as the foremost objective. Nevertheless, the implementation of the communicative approach may elicit some initial reluctance from students, as reported by teachers.

According to Paulston and Howatt, there appears to be a dearth of novel components in this particular methodology.

Widdowson and other scholars have faced allegations of engaging in calculated salesmanship practises. As per Howatt's assertion, the Third

World has often been subjected to the consequences of the excessively zealous promotion of pre-packaged methodologies that were originally formulated for entirely distinct contexts. Furthermore, there have been occurrences of comparable marketing tactics employed in the case of communicative approaches (Howatt, 117). Howatt argues that traditional syllabi can effectively promote communicative performance, as long as the linguistic material is appropriately chosen, presented, and practised (Howatt, 180). The assertion made by Widdowson regarding the potential structural nature of a syllabus, with the caveat that it is the teaching methodology that imbues it with communicative properties, is a thought-provoking concept that warrants further examination. (Widdowson, 78) It is imperative to exercise prudence and discretion when implementing the approach in our nation, avoiding excessive zeal. However, it is equally valid to acknowledge the significance of the approach. It is imperative to acknowledge that contemporary language research encompasses not only the grammatical dimension but also the interactive dimension of utilising a second or foreign language. It is imperative to redirect the emphasis, to a certain degree, from the structure of language to its application and progression.

Simultaneously, it is imperative to strive towards examining the viability of providing educators with the "curriculum guide" and "teaching guide." Undoubtedly, a meticulous examination of the mistakes made by students, as well as an assessment of the competencies, proficiencies, and dispositions necessary for navigating diverse social contexts that they may encounter in the future, along with job analysis investigations

aimed at the same objective, can facilitate the development of a syllabus based on robust principles.

When evaluating the quality of a syllabus, it is essential to consider certain significant concepts as mentioned below:

- The syllabus ought not to be excessively theoretical.
- The provision of diverse learning experiences is imperative as the learning requirements, inclinations, and abilities of each student are unique.
- The topic under consideration ought to be pertinent to communal existence.
- The educational programme ought to provide training to students that encompasses not only vocational skills but also leisure activities.
- The system ought to possess sufficient adaptability to enable the educator to strategize their instructional approach in response to the circumstances they encounter.
- The selection of a school should be based on factors such as the calibre of educators, the availability of resources, and the specific requirements of the student population, taking into account their socio-economic context.

It is noteworthy that a significant number of individuals in India have recently expressed disapproval of the communicative approach and its dissemination. The field of language education has experienced rapid changes in language teaching methodologies, syllabus design models,

and learning theories. Consequently, classroom instructors may feel overwhelmed in their efforts to keep up with these developments. The consideration of the applicability of novel methodologies to specific contexts at the local level is frequently overlooked. As a result, the resultant outcome frequently falls short of anticipated standards.

It has been posited that the implementation of this approach in India may present challenges due to the distinct social, economic, cultural, and educational circumstances in which students and teachers operate. According to Bhargava's perspective, it can be argued that...

“A situation where an average class is sixty to eighty strong, where an overwhelming majority of learners are from the economically and culturally weaker or disadvantageous sections of society, where there is little or no motivation to learn a foreign language, where the linguistic and Communicative Competence of the average teacher is extremely poor, where library facilities are hopelessly inadequate and where a moribund examination system controls and governs all teaching and learning - a situation of the above description is simply inconceivable for these highbrow theorists” (Bhargava, 48).

A group of specialised professionals have endeavoured to implement the communicative approach in the teaching of English for Specific Purposes (ESP). There is a desire among some individuals for ESP to undergo

socialisation in order to fulfil the speaker's social communicative requirements. The discourse surrounding communicative teaching frequently presumes that an emphasis on the requirements of learners is a distinguishing feature, as posited by Brumfit (1986).

According to Edelman, the interview is considered to be the most promising method for assessing an individual's communicative skills. According to Storti (90), it is imperative for the instructor to introduce language in its appropriate context and regulate the ensuing exercises, thereby enabling the learner to engage in structured practise, followed by communicative activities, and ultimately, fluency activities.

Yalden's framework promotes an interactive and communicative approach, while not precluding the explicit study of grammar or vocabulary. According to Yalden (69), it is observed that grammar can be effectively taught through communicative means by presenting it in a relevant context.

The experimental procedures conducted at Loyola College in Madras have yielded a paradigm that has the potential to serve as a framework for the process of teaching and learning a second language. The Loyola experiment aimed to prioritise tasks that fostered the active participation and engagement of learners in the language learning and performance process. This approach emphasised the experiential aspect of learning, which involved both the student and teacher in the learning process (Xavier, 1988).

It is important to consider that a significant number of educators are unable to conceive of instructing a language without the use of a textbook. Individuals may experience a sense of discomfort and social dislocation in the event that the book is removed from their possession. The efficacy of the English through communication programme or the English without textbook approach is contingent upon the presence of resourceful and imaginative instructors who possess a comprehensive mastery of the language. It is recommended to consider restructuring educational curricula to prioritise the development of oral and written communication skills in English. The study of English is indisputably centred on the examination of the process of effectively conveying a message to a recipient in a manner that is most appropriate for a given circumstance. The notion that syllabus design, materials writing, and methodology are distinct yet interconnected matters has been posited. Despite their frequent co-occurrence, there exists a risk of conflation. According to Crombie (1989), a focused approach towards the enhancement of communicative teaching strategies necessitates the differentiation between syllabus implementation and syllabus design.

David notes that linguistic capabilities are necessary for the approach, as they can be extended to a certain extent, but there is a limit to their stretchability (David, 147). The emphasis on authenticity has been identified as a compelling aspect of a communicative language teaching approach. According to previous statements, the textual analysis that learners are instructed to conduct bears a noticeable resemblance to the manner in which proficient language users would process language in

authentic situations. The concept of authenticity has been subject to criticism by various scholars and researchers. Scholars have posited that the language classroom does not necessarily reflect the complexities of the real world. As such, there exist pedagogical standards for the curation of texts and activities that may supersede rudimentary conceptions of authenticity. It is accurate to state that numerous educators have become cognizant of the irrationalities inherent in the radical stances taken by both ends of the spectrum. Currently, there is a significant emphasis on practical application as opposed to theoretical concepts. It is important to note that there is a distinction between acquiring proficiency in a language and gaining knowledge about a language.

Gautam and Sachdeva have proposed a pedagogical exercise consisting of five stages that aims to utilise a grammar class at the tertiary level to motivate learners to develop a commendable level of communicative competence in English. The exercise focuses on the use of simple past tense. It is believed that a fundamental proficiency in managing grammatical structures must be attained before implementing a communicative syllabus, as such a syllabus cannot utilise graded structures without this foundation. As a result, each concept must encompass a range of grammatical structures that are necessary for conveying a specific semantic content. The practise of instructing grammar as a distinct discipline appears to be deeply ingrained in the language education procedure of our nation. Hence, it is imperative that any pedagogical model aimed at enhancing the learner's communicative

abilities should commence from the perspective of grammar (Gautam, 88). In order to effectively convey a message, it is imperative that the communicator possesses the ability to articulate language in a manner that is comprehensible to the intended audience. If the individual is capable of performing this task, it indicates proficiency in the language and the ability to communicate freely.

According to some sources, the approach originated in Europe, where students typically come from a culturally uniform background. However, in a culturally diverse setting such as our own country, the approach may not be entirely applicable in all of its particulars. The assertion has been made that the notion of Communicative Competence, which involves students engaging in negotiation with their teachers, is entirely foreign to Indian culture. According to Nagraj (1989), the figure of the 'guru' was regarded as a source of profound knowledge and was not subject to questioning. Recently, there has been a noticeable shift in the prevailing sentiment.

It has been observed that in the present times, there exist numerous schools of thought pertaining to the design of syllabi, which are as diverse as the number of syllabi themselves. According to Nunan and Devid (138),... In general, the syllabus exerts significant control over both the teacher and the students (Nagraj, G.). According to Nagraj (2017), the syllabus holds greater significance in the communicative teaching of English. According to Nagraj (2019), communicative language teaching is a novel approach for educators in this region, and a

syllabus is deemed essential to provide teachers with a clear sense of guidance and assurance. In order for a lesson to progress towards effective communication, it is imperative that learners possess the necessary ethos to engage in critical thinking and articulate their ideas.

According to Wilga Rivers, the assertion that grammar need not be taught is akin to positing the possibility of a boneless chicken (Rivers, 45). The concept of grammar provides a structural framework for individuals to operate within.

It is imperative to emphasise that the acquisition of a language involves not only the ability to generate syntactically correct utterances, but also the capacity to utilise these utterances in order to accomplish a communicative objective. Wilkins' notional syllabus is based on the desired communicative capacity as the initial point of departure. Currently, there exist multiple models of communicative language teaching. One of the significant syllabi is the Notional-Functional syllabus, as proposed by Wilkins in 1976. The three pedagogical approaches mentioned by the user are the Discourse Syllabus (Widdowson, 1979), the Functional Syllabus (Brumfit, 1980), and Task-based Teaching (Prabhu, 1982).

The principles that underlie communicative language teaching are implemented through language activities that entail authentic communication. II) Strategies for executing purposeful activities. III) Tasks designed to involve the student in purposeful and genuine language utilisation. As an integral part of English Language Teaching

(ELT), the act of translation has the potential to engage students in a thoughtful exploration of the communicative potential of the target language.

It has been argued by some that the focus of language instruction in contemporary times has shifted towards facilitating effective communication among learners. The communicational approach is a pedagogical strategy that is centred on situational contexts. According to Prabhu's statement, it is not merely about using English as a means of communication, but rather utilising English language in the process of communication itself (Prabhu, 42). The learners respond to communicative situations and are stimulated to utilise the English language for efficient communication. It is expected of educators to cultivate an environment in which students actively engage in the utilisation of the language. The crucial aspect at hand pertains to the attainment of Communicative Competence, which is acquired through consistent usage, as opposed to linguistic competence, which is acquired through deliberate learning. The integration of linguistic skills and communicative abilities is a requisite for the communicative approach.

The objective of the communicative approach is to facilitate the development of communicative competence among learners. Undoubtedly, numerous conventional methods have aimed to achieve this objective. However, the communicative approach significantly broadens the concept of communicative competence. The concept of communicative competence pertains to the ability to utilise language in a

manner that is suitable for a specific social setting. In order to accomplish this task, it is imperative that learners possess a comprehensive understanding of the various linguistic forms, their corresponding meanings, and their respective functions.

The communicative approach posits that the role of the teacher is that of a facilitator in the learning process of their students. Therefore, the individual in question is required to undertake multiple responsibilities. The individual in question holds the position of overseeing classroom activities in a managerial capacity. One of the primary duties in this position involves the facilitation of communication by devising circumstances that are conducive to its occurrence. Throughout the activities, the individual assumes the role of an advisor, providing guidance to students by responding to their inquiries and overseeing their progress. Littlewood (108) suggests that the teacher may also act as a "co-communicator" by participating in the communicative activity alongside the students.

Primarily, students are regarded as communicators who participate actively in the process of negotiating meaning in order to achieve mutual understanding, even in situations where their proficiency in the target language is not yet fully developed. Individuals acquire communication skills through the process of exchanging ideas. Furthermore, the prominence of the teacher's role is reduced in comparison to a teacher-centered approach. Students are perceived as being more accountable for managing their own learning. Linguistic proficiency among students

is enhanced through various communicative activities, including games, role-plays, and problem-solving tasks. Morrow (Johnson and Morrow, 81) posits that genuinely communicative activities exhibit three distinct characteristics, namely an information gap, the provision of choice, and feedback.

The utilisation of genuine materials is a distinctive attribute of the communicative approach. Providing students with the chance to cultivate tactics for comprehending language in the same manner as proficient speakers utilise it is deemed advantageous. The communicative approach involves the engagement of students in small group activities. The purpose of their interaction is to optimise the duration allocated to individual students for acquiring the skill of negotiating meaning.

Educators provide pupils with a platform to showcase their distinctiveness by encouraging the expression of their personal viewpoints and concepts on a routine basis. This facilitates the integration of a foreign language with the individual's personality and fosters a sense of emotional security with the language. Moreover, the communicative approach does not assign any specific significance to the students' mother tongue. The classroom management exchanges facilitate the students' learning process and foster their understanding that the target language serves as a means of communication, rather than a mere subject of study.

Littlewood asserts that within the communicative approach, the meanings that learners are required to convey exhibit a reduced level of

predictability. Consequently, the instructor's probability of providing the learners with the precise linguistic elements that are essential is reduced. In order to effectively convey novel meanings, learners must employ a broader array of skills and strategies. There is a progressive escalation in the spectrum of communicative functions that are anticipated to transpire. It is imperative for learners to enhance their proficiency in managing interactions, such as effectively conveying disagreement or interrupting without causing offence. (Littlewood,76). The current trend indicates a growing potential for learners to articulate their unique perspectives during group deliberations.

Mistakes in form are generally accepted and considered a typical result of the progression of communication abilities. According to Freeman (1986), successful communication can be achieved by students even with limited linguistic knowledge.

Dell Hymes (1972), a socio-linguist, introduced the concept of "Communicative Competence" as a means of expanding upon Chomsky's (1965) notion of competence, which he believed to be restrictive. Hymes (1972) posited a more comprehensive concept of competence, in contrast to Chomsky's (1965) assertion that competence is solely linked to the understanding of grammar rules. This expanded notion of competence is referred to as Communicative Competence. The concept in question aims to encompass not solely the aptitude for grammar (both implicit and explicit comprehension of grammatical rules), but also the ability to comprehend context or socio-linguistic competence (proficiency in the

rules of language utilisation). His perspective suggests that the regulations of grammar would lack utility in the absence of regulations governing language usage.

The skill of strategic competence is observed across all levels of language proficiency, albeit its significance in comparison to the other constituents wanes with the augmentation of familiarity with grammatical, sociolinguistic, and discourse regulations. Incorporating strategic competence as an element of communicative competence across all tiers holds significance as it underscores the notion that an individual, irrespective of their expertise and aptitude, can never attain complete mastery of a language. The capacity to manage effectively within constraints is a perpetual element of communicative proficiency. It is crucial to bear in mind the interdependent nature of the relationships among the different components, regardless of their varying degrees of significance at a particular level of overall proficiency. The entirety of communicative competence is a complex construct that surpasses the mere aggregation of its individual components.

According to Hatch's perspective, the acquisition of conversational skills is tantamount to the acquisition of verbal interaction abilities, which in turn facilitate the development of syntactic structures (Hatch, 67).

According to Little Wood, Communicative Competence refers to the extent of proficiency in a broad spectrum of linguistic significance and suitability in language, as well as the individual's capacity to formulate

efficacious communication tactics in the second language. According to Little Wood (97),...

Canale posits that Communicative Competence comprises four distinct components or subcategories. The initial pair of subcategories pertains to the utilisation of the linguistic system per se. Grammatical competence refers to the component of communicative competence that encompasses an individual's understanding of lexical items and rules governing morphology, syntax, sentence-grammar semantics, and phonology. Linguistic competence refers to the ability to master the linguistic code of a language. The subsequent subcategory pertains to "Discourse Competence," which can be viewed as a complement to grammatical competence in several respects. Linguistic competence involves the capacity to establish coherence between sentences within a discourse and to construct a coherent and meaningful narrative from a sequence of spoken or written expressions. To clarify, the study pertains to the discourse of supra-sentential level, which pertains to the linguistic features that unify sentences, such as cohesion and coherence. In contrast, grammatical sentence analysis concentrates on the grammar of individual sentences (Canale, 82).

The final two subcategories pertain to the functional dimensions of communication. Socio-linguistic competence refers to the understanding and application of socio-cultural norms and conventions. This particular competency necessitates a comprehension of the societal milieu within which individuals employ language, the data they exchange, and the

purposes of the communication. The individuals in question exhibit a preoccupation with factors such as register, appropriateness, and degree of politeness. The fourth subcategory pertains to the domain of Strategic Competence. Strategic competence is defined as the utilisation of verbal and non-verbal communication tactics to address communication breakdowns resulting from performance variability or inadequate proficiency.

Brown endorses Savignon's concept. According to Brown (34), Communicative Competence is a dynamic and interpersonal construct that necessitates the overt performance of two or more individuals in the process of negotiating meaning.

According to Nunan, the existing literature on the theory and implementation of communicative language teaching is extensive, but there is a dearth of research on the practical application of communicative language in real-world settings. According to Nunan (56), ...

According to Richards (1998), Communicative Competence is characterised by the capacity to not only utilise the grammatical principles of a language to construct sentences that are grammatically accurate, but also to possess knowledge regarding the appropriate context and timing for the use of such sentences.

According to Rod Ellis, Communicative Competence encompasses the speaker-hearer's understanding of both appropriate and accurate

language usage, as well as their comprehension of effective language usage in relation to specific communicative regulations (Ellis, 65).

According to Dornyei, Thurrell, and Bhatia, classroom interaction among learners is a crucial element in the acquisition of a second language. It also facilitates the resolution of communication difficulties that learners may face in authentic communicative contexts. According to Dornyei, Thurrell, and Bhatia (138),...

This implies that the enhancement of learners' grammatical competence can be achieved through interaction, rather than the other way around. Nonetheless, it is crucial to acknowledge that grammar remains a significant aspect of language learning. However, it is evident that students cannot solely rely on their proficiency in the grammatical rules of a second language to effectively communicate, particularly in a teaching environment. The acquisition of communicative competence, encompassing linguistic competence, discourse competence, socio-linguistic competence, and strategic competence, can be facilitated through authentic communication.

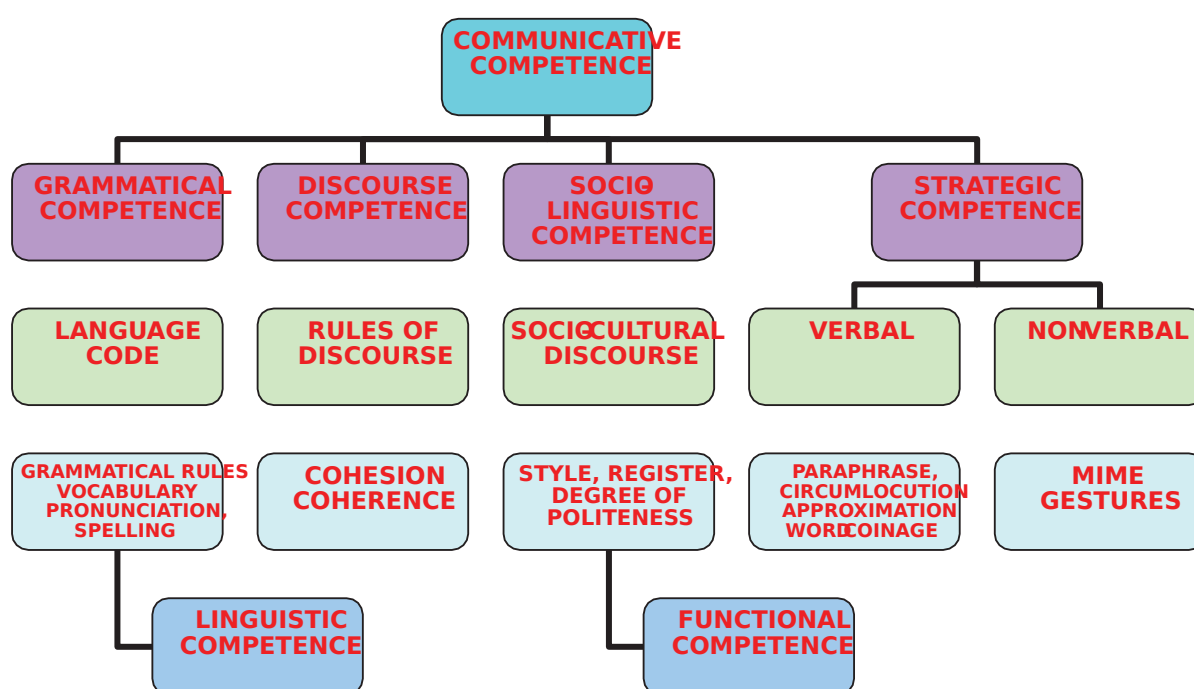


Fig.3 Communicative Approach

The Art of Writing:

The activity of writing is widely regarded as the most intricate among all other cognitive processes. The process encompasses various facets such

as ideation, the acquisition of cognitive representations of knowledge, and the assimilation of experiential learning pertaining to the relevant domains.

According to Rod Ellis, a significant portion of the analysis of second language acquisition involved either theoretical or pedagogical endeavours (Ellis, 51). Larson Freeman emphasised the significance of examining and characterising the learner in order to draw accurate inferences about language acquisition. The individual conducted a critical analysis of research outcomes pertaining to various factors including but not limited to the age of learners, their aptitude for language learning, attitudes and motivation, personality traits, cognitive concerns, and learning approaches. The author arrived at the conclusion that language education ought to validate discoveries and experiment with suppositions, such as the notion that learning is a gradual process that lacks linearity. Furthermore, the author posits that learners must be prepared to advance to new stages of learning, or else long-term acquisition will not occur (Larson Freeman, 54).

The Input Hypothesis is a theoretical construct in second language acquisition that posits that language learners acquire language best when they are exposed to input that is slightly beyond their current level of competence. According to Krashen, the presence of comprehensible input is crucial for achieving sustained proficiency in language acquisition. Krashen's theory encompasses the Monitor Hypothesis and

the Affective Filter Hypothesis, both of which hold significant relevance in the field of writing (Krashen, 75).

The Monitor Hypothesis pertains to language production, wherein language proficiency is a consequence of competence acquired through acquisition. Learning, on the other hand, facilitates speakers and writers to modify the output of the acquired system prior to speaking or writing, as per Krashen (2). Krashen postulated that the user's awareness of the significance of precision and the norm mandating the presence of accurate forms are necessary for the functioning of this monitor. According to the Affective Filter hypothesis, in order for comprehensible input to be transformed into intake, a psychological barrier must be reduced. This can be achieved through the speaker's self-assurance and the absence of perceived risk associated with the inability to generate the required language. Krashen postulated that in order for the language filter to be lowered, the speaker must direct their attention towards the intended message.

Krashen postulated in his writing study that his general hypothesis on second language acquisition (SLA) through comprehensible input was applicable to the enhancement of writing abilities. He proposed that an extensive reading practise was imperative for the improvement of organisational and grammatical aspects of writing (Krashen, 72).

Numerous studies have been conducted in India on Language Teaching, utilising the communicative approach, which has been found to be more efficacious. The researcher encountered a series of doctoral theses

authored by scholars who had employed the communicative approach in the realm of English Language Teaching. These theses are arranged in a chronological sequence as follows.

Savignon (1972) is recognised as a seminal figure in the realm of Communication Strategies Training. It appears that she has come to the realisation that proficiency in the technical aspects of a language does not necessarily guarantee effective communication. Additionally, she noted that conventional pedagogical methods failed to facilitate genuine communication. Consequently, she has initiated contemplation regarding the feasibility of establishing authenticity in the context of second language instruction within the classroom setting. The phrase denotes the creation of instructional resources designed to facilitate communication in authentic contexts. Her primary focus has been on the acquisition of language proficiency, specifically the ability to effectively communicate one's intended message, perform tasks in a secondary language, and express oneself accurately. The researcher has conducted an experiment to investigate the communicative and grammatical abilities of three cohorts of college students who were enrolled in an introductory audio-lingual French course in the United States. Each of the three groups was provided with an equivalent amount of instruction time in the standard programme, which focused on formal and grammatical aspects. However, one of the groups received an extra hour of class per week that was dedicated to communicative tasks, with a primary focus on effectively conveying meaning. The second cohort was allotted an extra hour to participate in a "culture lab" programme, while

the third group was provided with an additional hour to engage in a language laboratory programme. The aforementioned groups are commonly known as the Communicative Competence (CC) group, the culture group, and the grammatical competence group.

The study conducted by Eapen, Lalita, R. (1979) entitled "Towards designing a course in functional writing for degree classes" explores the various approaches, methodologies, and instructional strategies employed in composition courses for graduates in South India. The objective is to identify a pragmatic solution to the inquiry of how to effectively instruct composition, such that the act of writing becomes a significant, pertinent, and engaging undertaking for the learner. This study investigates the distinct purposes of writing in comparison to speaking, as well as the contrasting objectives of functional writing versus creative writing, within the realm of second language acquisition. The act of writing is evaluated as a tool for enhancing cognitive advancement and the maturation of cognitive processes. This study scrutinises two distinct approaches to writing courses: (i) the linguistic-based or synthetic approach and (ii) the semantic-based or analytic approach. The utilisation of these methodologies with regards to curriculum and resources is deliberated upon, subsequently leading to the development of an eclectic approach. This text explores various methods for developing a course, specifically focusing on two distinct approaches: the linguistic-based or synthetic syllabus, and the semantic/meaning-based or analytic syllabus. This study scrutinises the implementation of these methodologies with regards to the curriculum

and instructional resources. The present study endeavours to provide definitions for the concepts of "rhetoric" and "communication". This is deemed necessary due to the existence of varying interpretations and also because both terms are integral to the methodology employed for the development of instructional materials.

The utilisation of the communicative categories of the Notional syllabus for the purpose of ordering writing units is deemed appropriate and natural for functional writing. This approach also facilitates the assessment of the efficacy and suitability of the materials provided to the learner. The findings suggest that the methodology presented and elaborated in the materials resulted in an enhancement of communication.

In his 1980 research titled "Teaching and Testing of Writing Skills at the Undergraduate Level," Mohanraj provided a concise overview of the current state of English Language Teaching (ELT) in India. The study established the necessity of maintaining the instruction of writing skills at the tertiary level. Upon analysing the curriculum of Mysore University, it was discovered that the undergraduate students are not provided with instruction in the area of writing as a proficiency. However, during examinations, the primary skill that is evaluated among students is their writing ability. Therefore, it is imperative to impart writing skills in a structured and methodical manner. To effectively instruct writing, specialised materials are required. The materials utilised over the previous three decades have proven to be insufficient. Novel materials

have been formulated and introduced into the market from 1975 onwards. The instructional materials in question facilitate the alignment of writing tasks with real-life scenarios, thereby serving as a source of motivation for learners to engage in writing activities. In addition to his pedagogical responsibilities, he has acknowledged the necessity of developing techniques for impartially evaluating written work. The current system utilised exhibits a tendency towards being predominantly subjective and impressionistic. The utilisation of an inventory of criteria is imperative in the analysis of writing tasks into their respective components, enabling the evaluation of each component individually. This tool is essential in the assessment of essays and other forms of writing.

The recommended instruments for assessing written work have taken the shape of grids. The utilisation of grids facilitates the analysis of written works into distinct components, allowing for the individual assessment of each component or the implementation of an analytical approach to grading. The primary characteristic of the developed grid is its ability to concurrently assess both grammatical and stylistic elements. The aforementioned grid comprises six vertical columns, with each column serving as a representation of a distinct facet of the writing proficiency.

They are: a) grammaticality b) appropriateness/ acceptability
c) logical-organization d) punctuation and spelling
e) Consistency in style f) creativity - use of idioms and
phrases.

Reddy (1986) conducted a study on the function of educators in the instruction and composition of college-level material. Given that college students often exhibit a deficiency in self-directed learning, relying heavily on instructor-provided notes and study aids to achieve academic success, one may question how educators can facilitate autonomous learning among their students. In her capacity as an instructor of English as a general subject, she has discovered that writing can serve as a viable tool for fostering self-directed learning among students. Nonetheless, she asserts that a limited number of instructors possess a comprehensive understanding of the essence of writing and its pedagogy in the context of higher education.

The scholarly work conducted by Nair, Bhaskar, P. (1991) pertains to the examination of 'Writing in a Second Language: A Pedagogic Perspective on the Interactive Processes in Language Structuring and Composition'. This research commences with the premise that comprehending the nature of writing in a second or foreign language, as well as the difficulties associated with its instruction and acquisition, necessitates an examination of second language acquisition, of which writing is merely a component. The fundamental inquiry concerning the cause of a second or foreign language learner's inability to proficiently utilise the target language within a classroom setting, as stated by the individual, remains unresolved and persists as a source of concern for educators endeavouring to achieve educational objectives. The current research posits that the lack of a sound philosophical or theoretical foundation is responsible for the ineffectiveness of second language instructional

programmes. The current theories appear to be insufficient and incomplete as they fail to consider crucial factors such as the linguistic context, learner attributes, and learning mechanisms, which are essential to a comprehensive theory of language acquisition. This research examines the complex interconnections that exist between culture, cognition, and language, as well as the relationship between thought and language. The utilisation of language is a result of the complex interplay among the aforementioned factors, which are interwoven into the tapestry of human experience. The existence of language cannot be separated from other co-existing realities. A comprehensive theory regarding language, language acquisition, and language pedagogy cannot be developed without incorporating elements from these interconnected phenomena.

The researcher does not hold any preconceived notions regarding the development of a theory pertaining to second language pedagogy. However, the researcher intends to present a persuasive argument for the integration of specific components that, in their opinion, are essential for the construction of such a theory. With the objective of achieving this goal, the individual embarks on a comprehensive examination of the connections that bind together culture, cognition, and language. Additionally, he conducts research on the interconnection between cognition and language. This study is grounded in a philosophical framework and subsequently delves into an exploration of the societal aspects of language and its utilisation. There is a prevalent argument that a society imparts its language to an infant or a female newcomer not

by means of the alphabet, pronunciation, structures, and vocabulary, but rather by demonstrating the process of conveying meaning through the utilisation of "meaningful units" within that language.

The central concept of this study's thesis is the significance of "meaningful units" and their application in both national language acquisition and language pedagogy. The research primarily aims to explicate the diverse facets of the centrality of meaning and the meaningful units in the acquisition of language and the pedagogy of language. The significant components are extensively addressed, and a plan for their implementation in language education is semantically developed.

The focus of this research centres on the art of writing, not in the conventional sense of regarding it solely as a productive ability, but rather as a vehicle for attaining the significant utilisation of a second or non-native language. The study posits that composing written works in a second language necessitates a distinct approach compared to composing written works in one's primary language. The study at hand does not propose a theory for language pedagogy or writing instruction. However, it does present a compelling argument against the common practise of importing incomplete theories from first language acquisition-rich environments for use in second or foreign language acquisition-poor contexts, as well as for writing instruction in such contexts.

The article authored by Sankarappan (1992) investigates various factors that are associated with academic performance in English among ninth-

grade students in the Madurai District of Tamilnadu. The individual has completed a Master of Philosophy dissertation in Education at Annamalai University.

The present research endeavours to investigate the attitudes and interests of ninth-grade students towards the English language, as well as their perceptions of the efficacy of their English instructors and the impact of these factors on their academic performance, taking into account their gender, place of residence, and their parents' level of literacy. The study's sample consisted of 490 ninth-grade students who were selected from 10 distinct schools located in the Madurai district of Tamil Nadu.

The research reveals that the variables of gender, place of residence of students, and the literacy level of parents did not exert any influence on the disposition of students towards the study of English. However, these factors were found to be significantly associated with the level of interest exhibited by students towards the study of English. There was no statistically significant difference observed in the perception of the effectiveness of English teachers based on factors such as gender, place of residence, and parental status. Regarding academic performance, students from urban areas and with literate parents outperformed those from rural areas and with illiterate parents. The study revealed a positive correlation between attitude and interest, as well as between teacher effectiveness and achievement.

The study conducted by Priscilla and Sumalini in 1993 focused on utilising a communicational approach for teaching vocabulary to intermediate level students. The study aims to prioritise semantics, an area that has been overlooked in our educational curriculum. The possession of 'Linguistic Competence' has been demonstrated to be a necessary condition for acquiring the ability to utilise a language for the purpose of proficient communication. The study also conducted a comprehensive analysis of the current approach to vocabulary instruction in educational institutions in India. The author has presented a pedagogical approach for teaching vocabulary that emphasises contextualised learning. Rather than isolating target words, the approach prioritises their acquisition within syntactically and semantically appropriate environments, where they can be recognised as minimal units of communication. The author arrives at the conclusion that heightened awareness regarding the efficacious acquisition of vocabulary will enable ESL instructors to more effectively fulfil their duties in teaching vocabulary.

The study conducted by Paliwal (1996) aimed to identify the communicative requirements of secondary school learners in written English and enhance their competence in this area. The study was experimental in nature and was conducted in Rajasthan. This research endeavour aims to enhance the communicative proficiency of high school students and evaluate the effectiveness of two distinct language teaching methodologies, namely Traditional Language Teaching (TLT) and Communicative Language Teaching (CLT), in fostering students'

communicative competence in written English within social settings. The research elucidates that Communicative Language Teaching (CLT) is a more efficacious approach in fostering the ability to generate linguistically and culturally appropriate utterances among language learners.

The study employed the normative survey method and pre-test/post-test experimental method as research methodologies.

According to Grabe and Kaplan's (1996) proposal on "classroom-based assessment," students are evaluated within the classroom setting based on their written work produced during class. Classroom assessment may encompass a variety of writing evaluation methods, including a solitary writing assignment, a sequence of interconnected writing tasks, a protracted writing endeavour, or a writing portfolio. The evaluation of writing can be categorised as either continuous or culminating, with the former encompassing both in-class and out-of-class compositions that may emphasise formal, rhetorical, or substantive elements of written expression. Assessment modalities may encompass teacher evaluations, student self-evaluations, or a collaborative negotiation between the two parties. To summarise, classroom assessments can be focused on the attainment of specific skills and techniques or on the relative performance of students in comparison to their peers. Hence, educators and academic establishments possess a multitude of alternatives to effectively evaluate the written work of their students.

A research study on the Oral Communicative Competence in English of Yemeni learners at the tertiary level was conducted by Rafik Ali Mohamed Al-Shamiry in 2000. The objective of this research was to ascertain the challenges encountered by Yemeni students when communicating with proficient English-speaking individuals, particularly those who do not share the same primary language as the learners. The individual expressed the viewpoint that the conventional approach of imparting extensive vocabulary and grammar instruction at the post-secondary level does not effectively equip students for practical verbal communication. To ensure that English language education in Yemen is efficacious and practical, it is imperative to comprehensively address the challenges faced by Yemeni students. The research conducted by the author centred on examining the underlying factors contributing to the difficulties encountered by Yemeni students in effectively communicating through oral means.

To examine the challenges encountered by students, a comprehensive survey is distributed to both pupils and educators. The survey is complemented by additional interviews. The research adhered to the conventional approach of conducting a preliminary pilot study followed by the primary investigation. The present study aims to validate the hypotheses by analysing the responses of English teachers and students at the tertiary level in Yemen. It is worth noting that these responses exhibit varying degrees of significance.

The book review titled "An Overview of Writing Assessment: Theory, Research and Practise" by Willa Wolcott (2000) emphasised the significance of writing and evaluating writing abilities. The author demonstrated impartiality in acknowledging the significance of writing proficiency and its evaluation in various fields of study. According to her statement, writing is closely linked with the process of learning, and the intricacies involved in assessing writing skills can be viewed as a representation of the broader assessment domain.

Once again, emphasis is placed on the significance of writing, which necessitates additional care and attention. The present study references this book review due to the researcher's belief that errors in writing are often overlooked by those in positions of responsibility and therefore remain uncorrected. It is imperative to acknowledge the significance of writing as a cross-disciplinary skill.

The study conducted by Rass (2001) explored a methodology referred to as 'Integrated Reading and Writing for Effective Language Teaching'.

The aim of the research was to incorporate a reading and writing curriculum, with the intention of enabling students to write with greater ease, spontaneity, and fluency, while simultaneously introducing them to English literature.

The researcher emphasised the importance of incorporating classroom activities and providing constructive feedback as effective teaching strategies. The investigator arrived at the inference that the language course has the potential to enhance all language proficiencies as it

necessitates the employment of listening, speaking, reading, and writing skills in the English language. Upon comparing their initial and final written assignments in regards to content, organisation, and mechanics, the individuals noted observable advancements in their work. The researcher opined that the duration of the class, which was limited to two hours per week, was inadequate. The researcher suggested that additional time should have been allocated to facilitate enhanced practise in error analysis and to assist students in structuring their ideas for effective sentence construction.

Vanbhatte (2003) conducted a study aimed at developing a programme to enhance the English speaking proficiency of eighth-grade students from a Marathi medium background. A doctoral dissertation conducted a comprehensive investigation into the prevalent errors made by eighth-grade students in Marathi medium schools when speaking English. The study involved the collection, analysis, and categorization of these errors, as well as the identification of their underlying causes. Based on the findings, a programme was developed to enhance the students' English speaking proficiency. The program's effectiveness is evaluated by analysing the pre-test and post-test scores of the experimental groups, as well as the post-test scores of both the experimental and control group.

Kamel (2003) conducted a study in Saudi Arabia that examined the written English errors made by female students in their second year of study. The research was carried out in the Kingdom of Saudi Arabia, where English is instructed as a second language. The aim of the

research was to ascertain the errors made in written English by female undergraduate students. The researcher enumerated prevalent mistakes and inferred their significance in producing proficient English writing, emphasising the need to avoid overlooking them. The researcher discovered a necessity for a remedial programme that focuses on enhancing written English accuracy, tailored to the specific needs and circumstances of the learners.

This study holds relevance to the current research as it endeavoured to identify challenges encountered in writing. Additionally, it highlighted problematic areas and underscored the necessity for a remedial programme. However, it should be noted that the sample population in this study solely consisted of female undergraduate students, thus differing from other studies.

Hazarika, Mousumee. In his study identifies the primary challenges faced by secondary school students in Jagiroad Revenue Town when learning the English language. The objective is to identify the primary shortcomings of the English language instruction techniques employed in the educational institutions.

The issue is approached from three perspectives: those of the students, teachers, and Heads of Institutions. Upon analysis, the researcher determines that the difficulties faced by the students in question consist of insufficiently qualified teachers, excessive reliance on the Grammar-Translation Method, insufficient infrastructure, limited resources, inadequate guidance at home, and student insincerity. The proposed

remedial measures include conducting regular teacher training sessions, substituting the Grammar Translation Method with the Direct Method, enhancing infrastructure facilities, improving teaching and learning resources, and raising parental awareness, among other strategies.

The aforementioned studies encompass a diverse range of similar investigations conducted to explore the challenges of teaching and learning English in various contexts and periods, and to propose remedies for their resolution. The majority of the reviewed studies focus on issues related to the instruction and acquisition of English in various contexts, while a minority of studies examine particular factors that either impede or enhance the teaching of English, particularly as a second language. The studies in question have frequently focused on a recurring concern, namely the exploration of issues at a micro-level, with a view to identifying what is practical and effective in the local context, while avoiding the pitfalls of relying on external or adopted methodological and pedagogical approaches. Furthermore, there has been scholarly interest in examining the pedagogy and acquisition of English in relation to the vernacular language (LI), given the significant role that the latter plays in the learning process of the former. The studies reviewed address a range of significant challenges in the field of English Language Teaching (ELT) in India. These include the need for a curricular framework that is appropriate for the local context, the issue of divergent literacy practises in English between vernacular and English medium schools, the rural-urban divide, and the impact of socio-economic and cultural factors on learning outcomes. Other challenges

include variations in the impact of ELT on the basis of gender, teach The aim of these studies is to examine the issues or their underlying causes, propose viable remedies for their elimination, and consequently facilitate improved English instruction and learning. The secondary schools in the Kamrup district that use the vernacular language as the medium of instruction are worthy of investigation. This is due to the pressing necessity to reorient the English Language Teaching (ELT) practises in these schools to align with the demands of the contemporary world. The findings from the aforementioned studies are anticipated to guide the researcher towards the appropriate direction in conducting their research.

In his research titled "Teaching Reading and Writing," Nation (2005) presented several feedback concepts for evaluating students' writing. The individual posits that in instances where students within a classroom exhibit similar errors in their written work, the instructor may opt to generate a written summary of these mistakes and distribute it to the entire cohort. The educator possesses the ability to discern superior written compositions, detect recurring mistakes, identify areas of proficiency and deficiency, and prescribe appropriate remedial measures. In certain cases, the instructor may provide a personalised remark, although it is not obligatory for it to be lengthy. In the event that a grade is assigned to pupils, the instructor may proceed to explicate the spectrum of grades and the corresponding benchmarks for each increment on the grading continuum.

In addition, he asserted that a proficient approach to providing oral feedback to the entire class involves the identification of written work from two to three learners, obtaining their consent, and presenting the selected pieces utilising an overhead projector during class time. In this context, students are able to review the teacher's evaluation of their written work, gain insight into the teacher's assessment criteria, and identify the aspects of the assignment that the teacher considers to be of greatest importance. The instructor additionally facilitates discourse and engagement among students regarding specific aspects of the written work. As per the instructor's guidance, it is imperative for them to exercise tactfulness while providing feedback to students, in order to foster a constructive and affirmative outlook towards their academic pursuits.

Conclusion:

This chapter provides an overview of the significance of conducting a literature review, emphasizing the importance of reviewing prior research conducted over the past two decades in the domain of English Language Teaching and writing proficiency. This study examines the research design, sample size, duration, participant group, and findings of the study. This chapter delves into the library visit, as well as the utilization of primary and secondary sources in the research process. Chapter III will focus on the Research Design and Methodology of the current study.

CHAPTER III

The current section expounds on the methodology employed for the investigation. As stated by T.H. Hill, the research plan's essence and fundamental component is its heart and soul. It is pertinent to cite the frequently reiterated adage that posits a well-articulated problem as being tantamount to a problem that is partially resolved. Therefore, in the case of a precisely defined problem, the attainment of its solution is contingent upon a methodical approach, the appropriate selection of tools, and the effective management of administrative tasks, all of which are crucial factors for the successful execution of research. The term "methodology" pertains to the theoretical examination of the methods that are deemed suitable for a specific field of study or to the set of methods and principles that are unique to a particular area of expertise. From a scholarly perspective, it is possible to raise concerns regarding the methodology employed in a geographic survey, specifically pertaining

to the suitability of the techniques utilised. Similarly, one may also question the methodology of contemporary cognitive psychology, which refers to the fundamental principles and practises that form the basis of research in this domain. In contemporary times, the term "methodology" has been observed to be utilised as a superfluous replacement for "method" within scientific and technical domains.

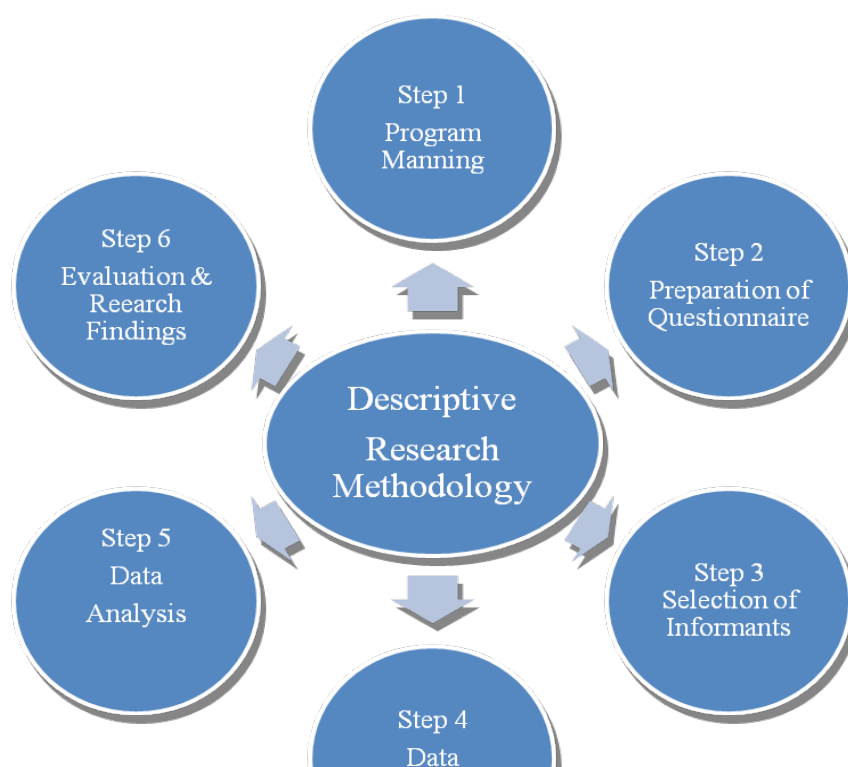
Individuals may have adopted this custom due to the impact of the term "methodological," which denotes a connection to techniques or procedures. The term "methodological" may have assumed this connotation due to the prevalent usage of the commonplace adjective "methodical" to signify "systematic and orderly." The misapplication of methodology can obscure a crucial conceptual differentiation between the scientific investigative instruments (referred to as methods) and the guiding principles that dictate the deployment and interpretation of such instruments. The present thesis is founded on the scholarly work titled "Research Methodology: Methods and Techniques" authored by Dr. C. R. Kothari. The contents of each chapter of the aforementioned work have been utilised to inform the research presented in this thesis.

Descriptive Research Method:

The methodology utilised for this study was descriptive research. The descriptive method, also known as statistical research, is a type of research methodology. The primary objective of this particular research methodology is to provide a comprehensive depiction of the data and attributes pertaining to the subject matter under investigation. The

concept underlying this category of analysis pertains to the examination of frequencies, means, and other statistical computations. Descriptive research is primarily conducted to enhance the researcher's comprehension of the subject matter. Descriptive research is employed to gather data pertaining to the present state of a phenomenon, in order to depict "what exists" in relation to variables under specific conditions. The methodology of descriptive research is characterized by the following features.

- Preparation of Questionnaire
- Selection of informants
- Data collection
- Analysis of Data
- Evaluation of Data



Research Procedure Fig. 5

Preparation of Questionnaire:

The questionnaires were devised with the aim of eliciting the perspectives of both informants and educators. The study solicited the perspectives of informants regarding various elements such as the structure, delivery, and linguistic proficiency encompassing the four language competencies. The initial section of the survey administered to the students encompassed inquiries pertaining to their academic history, gender, primary language, field of study, institution name, and geographical location. The subsequent segment of the questionnaire was comprised of items that sought to elicit the participants' perspectives on writing proficiency. The concluding section of the survey comprises inquiries that assessed the proficiency level of the respondents. The study on writing skill has been conducted by collecting data from informants in higher secondary school. The questionnaire was prepared by consulting exercises that are shared by both Tamil and English medium informants, and were selected based on their respective syllabi. This was done to ensure that the informants would not encounter any

difficulty in responding to the questions at their level of linguistic proficiency.

The inquiries were designed to assess the linguistic proficiency and English Language Teaching (ELT) aptitude of undergraduate participants. The interrogatives were formulated according to the proficiency level of the individuals. Understanding the background information of informants is crucial in gaining insight into their educational experiences, including their school education, parental educational background, economic status, and living environment. The questionnaire was utilised to evaluate the linguistic and language skill performance of the informants. The linguistic proficiency is evaluated through objective-based questioning. The inquiry pertains to the domains of Morphology, Syntax, Semantics, and Pragmatics within the discipline of linguistics. The writing proficiency was evaluated through a single passage assessment.

Selection of Informants:

A total of 600 students have been chosen from the Arts and Science colleges affiliated with, situated in Tirupattur. The participants were chosen from a total of four distinct academic institutions. The selection of informants encompasses individuals from a diverse range of academic disciplines, including Arts, Science, and Commerce courses.

Data Collection:

The investigator obtained data from a sample of 600 participants. The researcher provided a detailed explanation regarding the purpose and goals of the questionnaire. The participants are instructed to provide accurate data. The informants displayed a significant level of interest in providing the necessary data. Interlocutors posed certain inquiries. The inquiries posed by the participants were addressed by the researcher. Subsequently, the participants were instructed to complete the questionnaire in a solitary manner. The participants required a total of 55 minutes to complete the questionnaire.

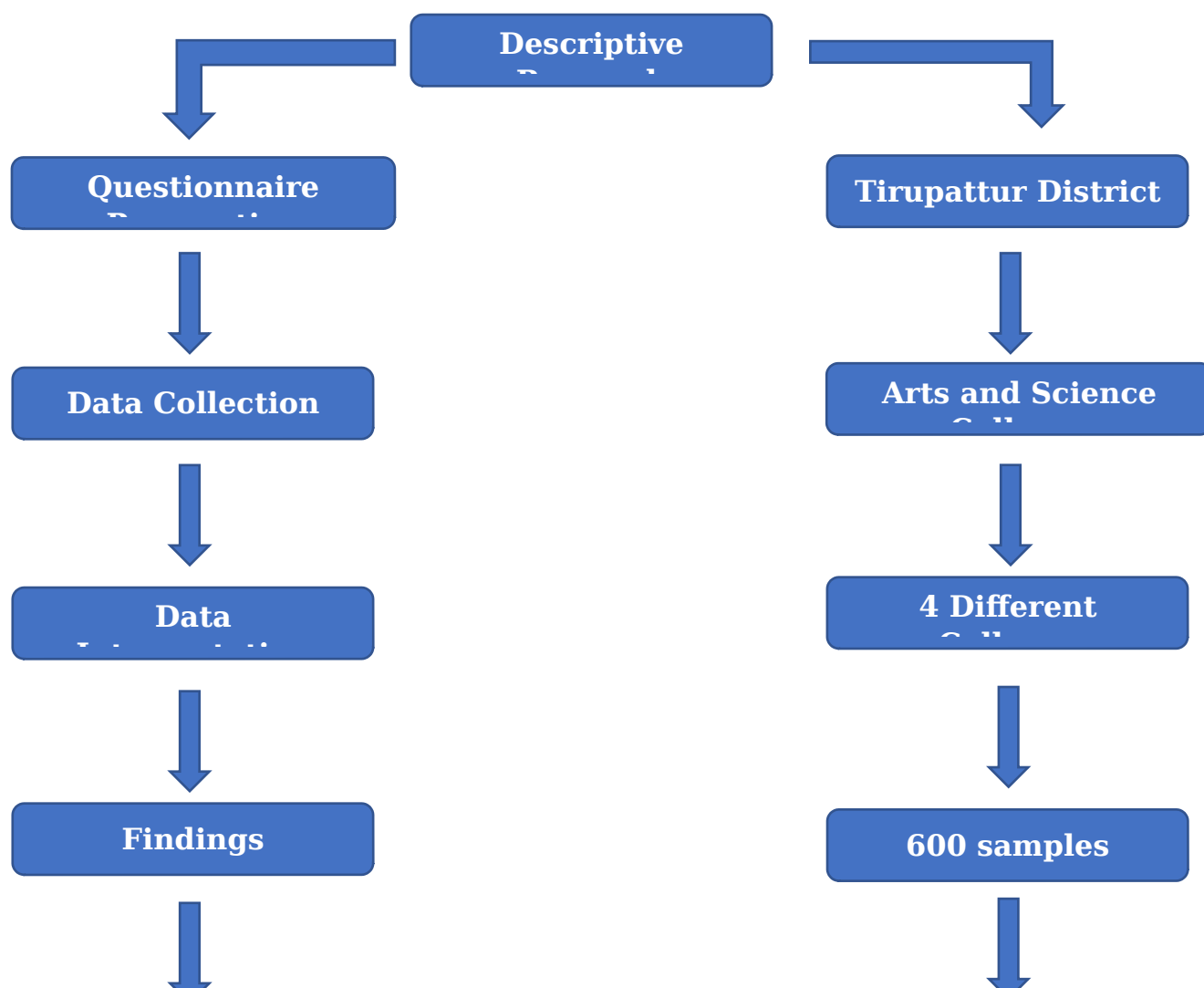
Analysis of Data:

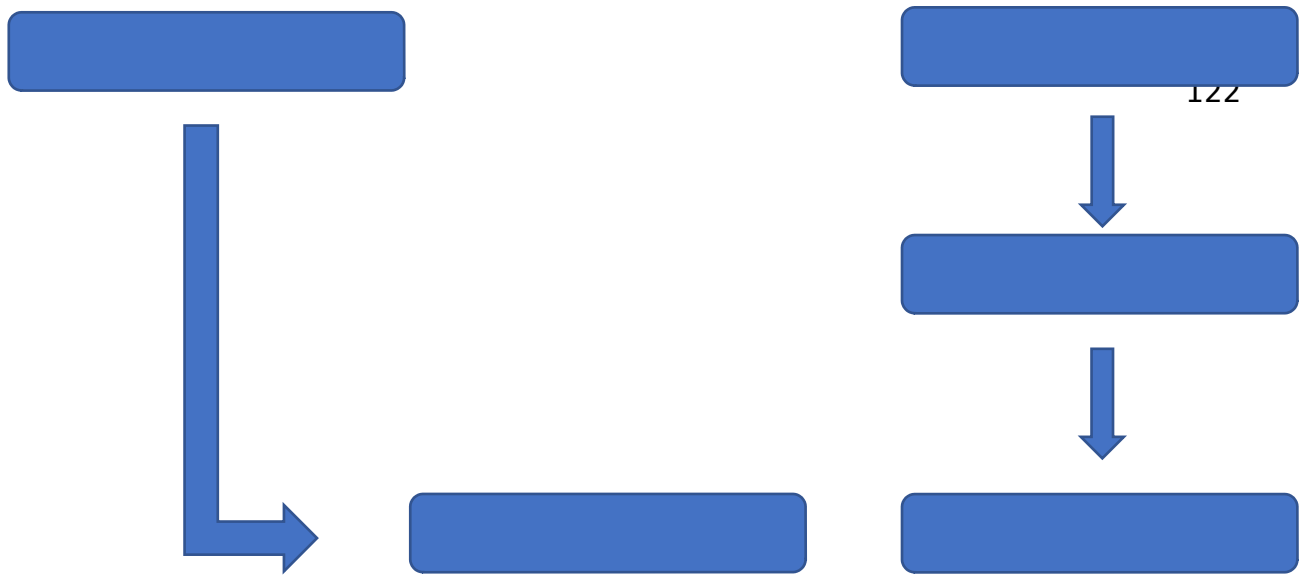
The data gathered from the informants was analysed. The errors made by the informants were categorised and subsequently subjected to an analysis of their nature and characteristics. The statistical analysis has been completed. Initially, the correct and incorrect entries were tallied, followed by a statistical analysis to deduce their comprehensibility. The analysis focused on the characteristics of errors and their frequency of occurrence. The data has served as the foundation for both quantitative and qualitative analyses. The statistical analysis was conducted using SPSS version 16. The examination was conducted utilising various visual aids such as tables, charts, and diagrams, and subsequently interpreted. The performance of both individual and group informants was analysed and evaluated through the assignment of marks.

Evaluation of Data:

The data was subjected to analysis and subsequent evaluation. The findings and results were obtained. The researchers employed a conventional evaluation approach to appraise the writing proficiency of the participants at every tier. Formative and summative evaluations were conducted to assess the performance of the participants. The software programme SPSS is utilised for conducting quantitative analysis in statistical research.

Research Design





Research Methods Adopted:

Survey research is a method of gathering information from a significant subset of a given population to provide a description of certain characteristics of the population. An illustrative instance could be a research inquiry into the writing needs of non-native English speakers who regularly visit their academic institution's learning resource centre or writing lab, aimed at identifying the most commonly requested areas of writing assistance.

Questionnaire Method:

The questionnaire method was employed to gather data from the participants with regard to their writing performance. Additionally, a test was administered to assess their proficiency in various competencies.

The research employs the use of informant questionnaires and teacher questionnaires.

Observation Method:

The observation method is frequently employed in research pertaining to the behavioural sciences. To some extent, individuals engage in the act of observing their surroundings; however, this type of observation does not qualify as scientific observation. The act of observation transforms into a scientific instrument and a data collection method for researchers when it is utilised to fulfil a specific research objective, is methodically organised and documented, and undergoes assessments and regulations to ensure its validity and reliability. The observation method involves the acquisition of information through the investigator's personal and direct observation, without soliciting input from the respondent. As an example, in a research inquiry pertaining to consumer behaviour, the researcher may opt to personally observe the wristwatch worn by the participant rather than directly asking for the brand. The primary benefit of utilising this approach is the elimination of subjective bias, provided that the observation is conducted with precision. Furthermore, the data acquired through this approach pertains solely to present occurrences, devoid of any influence from prior conduct or forthcoming plans or dispositions. Moreover, this approach is not contingent upon the respondents' inclination to participate and is therefore comparatively less reliant on active cooperation from respondents, as is the case with the interview or questionnaire methods. This approach is especially appropriate for

research that involves individuals (i.e., participants) who lack the ability to provide verbal accounts of their emotions due to various reasons. Nevertheless, the observation method is subject to several limitations. Initially, it is a costly approach. Furthermore, the data obtained through this approach is significantly restricted in scope. Thirdly, there may be instances where unanticipated variables could disrupt the process of observation. The limited accessibility of certain individuals to direct observation can pose a challenge to the efficacy of this data collection method. The present study includes a classroom observation. The observer monitored the behaviour of the participants and instructors within the linguistic learning environment.

Interview Method:

The data collection technique known as the interview involves the delivery of auditory-verbal prompts and elicitation of auditory-verbal feedback. This approach may be implemented via face-to-face interviews and, where feasible, telephonic interviews. The personal interview method involves an interviewer posing questions to one or more individuals in a direct, in-person interaction. Occasionally, the interviewee may pose inquiries, however, it is typically the interviewer who instigates the interview and procures the data. This type of interview can take the form of either direct personal inquiry or indirect oral inquiry. When conducting a direct personal investigation, the interviewer is responsible for gathering information directly from the relevant sources. The researcher is required to conduct fieldwork and

engage with individuals from whom data is to be gathered. This approach is especially well-suited for in-depth inquiries. In specific instances, it may be unfeasible or unproductive to establish direct communication with the individuals in question. Alternatively, due to the broad range of inquiry, the technique of direct personal investigation may not be employed. In instances where a direct oral examination is not feasible, an indirect oral examination may be employed. This involves the interviewer conducting a cross-examination of individuals who are believed to possess knowledge pertaining to the issue being investigated, with the information gathered being duly documented. The employment of this approach is common among governmental commissions and committees tasked with conducting investigations. An interview was conducted with informants and a teacher to gather their personal perspectives on writing skills.

Research Procedure Adopted:

The fundamental components of any research endeavour encompass the research methodology employed to establish the study. The selection of suitable research is pivotal in any research endeavour. According to Barbara Kroll's (2003) work, there exist five distinct categories of research procedures that are commonly employed in the field of writing research. These categories are as follows: The study incorporates both quantitative and qualitative analyses. Certain perspectives cannot be elucidated through quantitative means, while others cannot be explicated through qualitative methods.

Quantitative Analysis:

Quantitative research is a methodical and empirical inquiry into social phenomena that utilises statistical, mathematical, or computational techniques. The primary aim of quantitative research is to construct and utilise mathematical frameworks, principles, and/or suppositions concerning observable occurrences. Measurement is a crucial aspect of quantitative research as it establishes the fundamental link between empirical observation and mathematical representation of quantitative relationships. Quantitative data refers to information that is expressed in numerical values, including statistics, percentages, and other numerical formats. In simpler language, the quantitative researcher formulates a precise and focused inquiry and gathers numerical data from subjects to address the inquiry. The data is subjected to statistical analysis by the researcher. The researcher aims to obtain impartial outcomes from the numerical data, which can be extrapolated to a broader demographic. In contrast to quantitative research, qualitative research employs open-ended inquiries and gathers verbal information from study participants. The researcher engages in a thematic analysis approach to identify recurring patterns and themes that are specific to the particular group of participants under investigation. The resulting description of the data is organised according to these identified themes and patterns. Quantitative research is a commonly employed methodology within the social sciences, including fields such as psychology, economics, sociology, political science, and information technology. However, its utilisation is less prevalent within disciplines such as anthropology and history.

Notwithstanding, investigations conducted in mathematical disciplines such as physics are also considered 'quantitative' in nature, albeit with a distinct contextual connotation. Within the realm of social sciences, the term pertains to empirical methodologies that have their roots in both philosophical positivism and statistical history. These methodologies are juxtaposed with qualitative research methods. The subsequent perspectives were examined through the utilisation of quantitative analysis.

- Participants' performance level
- Participants' error level
- Participants' socio- economic background
- Participants' assessment

Qualitative Analysis:

Qualitative research is a widely used method of investigation in various academic fields, primarily in the social sciences, as well as in market research and other related domains. The primary objective of qualitative researchers is to acquire a comprehensive comprehension of human conduct and the underlying factors that influence it. The qualitative approach is concerned with exploring the underlying reasons and processes behind decision-making, as opposed to solely examining the factual aspects of what, where, and when. Therefore, it is more common to require smaller yet targeted samples rather than larger samples. According to the traditional perspective, qualitative methodologies generate data solely on the specific cases examined, and any broader

implications are merely hypotheses (informed claims). Empirical validation for research hypotheses can be sought through the utilisation of quantitative methods. The assertion has been subject to controversy as per the perspective of Bent Flyvbjerg, a professor at Oxford University. Flyvbjerg posits that qualitative methodologies and case study research can serve the purpose of hypothesis testing and extrapolation beyond the specific cases under examination. The subsequent perspectives were analysed utilising qualitative analysis.

- Informants view on writing
- Teachers view on writing
- Classroom observation
- Motivational factors
- Environmental implication

Research Tools:

The appropriate selection of tools holds significant importance in the accomplishment of a fruitful research endeavour. The investigator developed the following tools while considering the diverse objectives of the study. As posited by S.C. Agarwall (1966), the term "Questionnaire" generally pertains to a tool utilised to obtain responses to inquiries through a structured form that the respondent completes in their own volition. The questionnaire is a versatile instrument for gathering both qualitative and quantitative data. Assignment-type questions can be formulated as a means of assessing a learner's comprehension and ability to apply acquired knowledge, as well as providing reinforcement

for said learner. The questionnaire provided for the assignment may consist of either short answer or essay type questions. The questionnaire should encompass the entirety of the unit and prioritise the learner's application, critical analysis, and synthesis of the material. In order to provide proper attribution and facilitate further research, it is necessary to include citations indicating the sources of specific information or related materials. The compilation of references encompasses a variety of written materials such as scholarly articles, books, book chapters, technical reports, computer programmes, and unpublished works. These materials are commonly referred to as Guidelines for Writing References.

Informants' Questionnaire:

The questionnaire for the informants was devised. The survey was devised utilising considerations of morphological, syntactic, and semantic levels.

Teachers' Questionnaire :

The questionnaire designed by the instructor focuses on assessing writing proficiency. This study employs a questionnaire that includes fundamental and prevalent inquiries. A questionnaire was developed and administered to teachers in order to elicit their perspectives on writing. A survey instrument was administered to a cohort of ten educators.

The present questionnaire pertains to a set of 20 general inquiries concerning the act of writing.

Informants' Interview

The present study involved an interview with a student, which aimed to gather insights on the informants' perspectives regarding writing. Challenges and requirements of informants have been identified.

Teachers Interview

The interview that was carried out with the educators. This study aims to explore the perspectives of educators regarding the instruction of writing skills by posing a series of fundamental inquiries. The study incorporated recommendations provided by educators.

Informants Exam Papers

The writing proficiency of the informants was evaluated by means of their examination papers. During examinations, individuals strive to achieve their highest level of performance. The examination paper reveals the genuine challenges faced by the informants in their writing abilities.

Classroom Observation Record:

Samples for the Study:

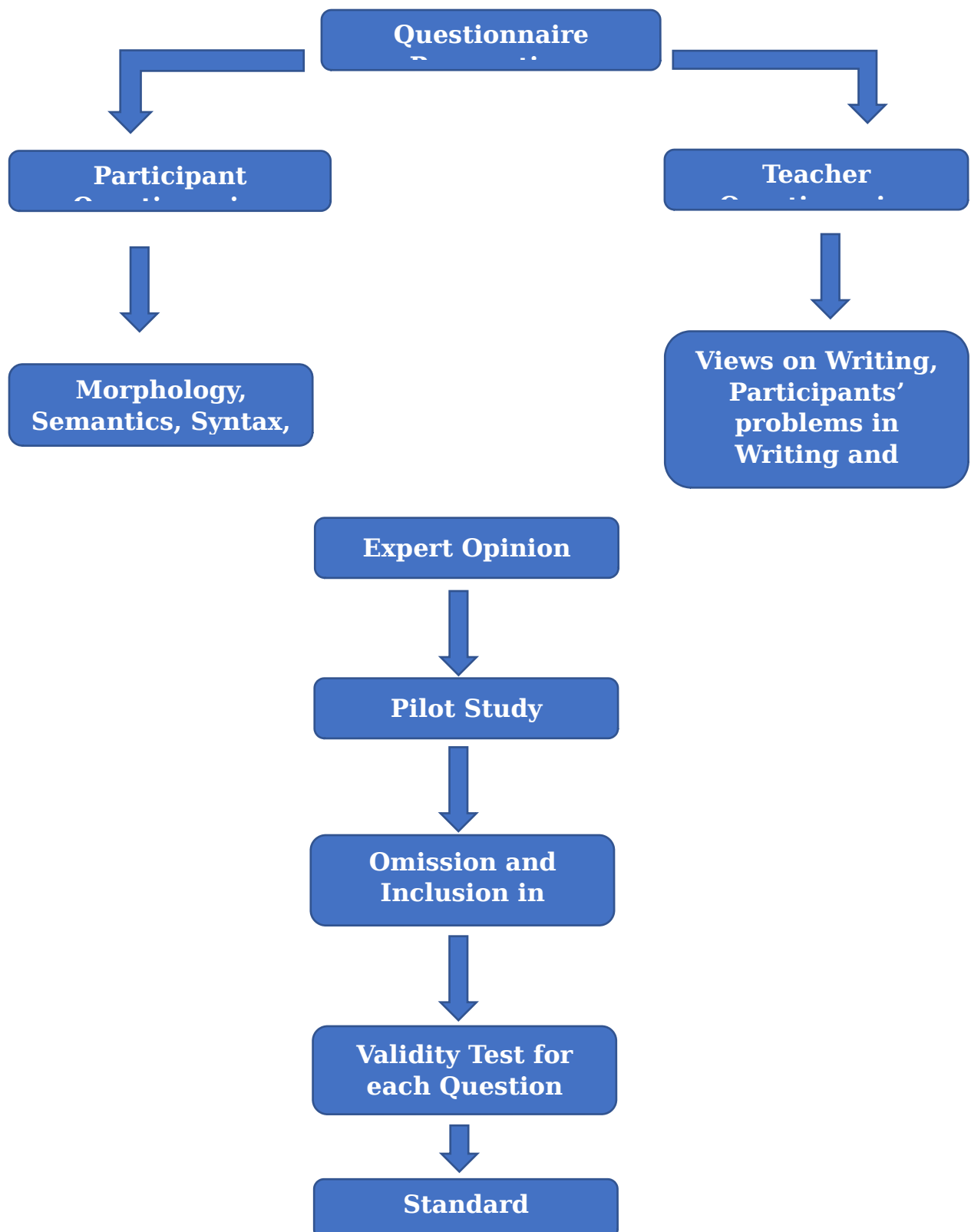
The samples are diminutive exemplars that are chosen from a larger cohort or collection. The specimen picture presented in the sample is representative of a larger entity. The term "population" refers to the larger entity or group under consideration. Within the context of research, the term is employed in a more expansive manner, referring to a clearly delineated assemblage that may encompass persons, goals, or attributes of the human species. Incorporating the entire population in a research endeavour to attain a reliable inference is unfeasible. The study of all units within a population can be both financially and temporally burdensome due to the frequently substantial size of populations.

Sampling Technique :

Various sampling techniques are utilised in the research process. The term "sampling technique" refers to the specific method used to select entities for inclusion in a sample, which may be identified by a name or other means of identification. The technique employed for the selection of a sample holds great importance in ensuring the attainment of reliable conclusions.

Stratified Random Sampling Method

The college selection process involved the utilisation of a Computerised Stratified Random Sampling Method. Our study focused on four colleges, which were selected from a pool of 107 institutions. The following is a list of colleges.

Questionnaire Standardisation:

Variables in the Study:

Experimental research is characterised by a crucial aspect that sets it apart from correlational research, namely, the researcher's ability to manipulate one of the variables under investigation, rather than solely measuring two variables. This implies that the researcher deliberately manipulates the variable in a methodical manner. The independent variable, also known as the manipulated variable, is posited by the researcher as the causal factor. The dependent variable, as posited by the researcher, is deemed to be the effect, and is distinct from the other variable.

A potential approach to investigate the correlation between noise level and concentration involves conducting a correlational study. This could entail visiting diverse locations, quantifying the noise levels present, and administering a task that necessitates concentration to participants. One potential approach for conducting an experiment would involve establishing a controlled environment in which the noise level could be systematically manipulated. For instance, it may be possible to expose one group of participants to high levels of noise while presenting another group with low levels of noise. Furthermore, it is imperative to assign a

task that demands focused attention, whereby the outcome of the task serves as the dependent variable.

Dependent Variables

- Writing skills

Independent Variables

- Gender
- School Education
- Parental Education
- Economic Status
- Rural Urban

Data used in the study :

In experimental research, primary data is collected by the researcher during the course of conducting experiments. However, in the case of descriptive research and survey-based studies, such as sample surveys or census surveys, primary data can be obtained through observation or direct communication with respondents, or through personal interviews. In essence, this implies that there exist multiple techniques for gathering primary data, specifically in the context of surveys and descriptive research. Several methods are commonly used to gather data on consumer behaviour. These methods include the observation method, interview method, questionnaires, schedules, and other techniques such as warranty cards, distributor audits, pantry audits, consumer panels, mechanical devices, projective techniques, depth interviews, and content analysis. The investigator briefly examines each approach individually.

Primary Data

- Questionnaire
- Interview
- Observation

Secondary Data

- Books
- Journals

- Articles
- Project Works & Dissertations
- Research Theses

Test Applied:

Multiple assessments are administered to the participants providing information. A total of 600 informants were chosen for the pre-test phase, hailing from various colleges. Subsequently, a cohort of 50 participants is chosen to undergo the post-test evaluation. The assessment of writing skills from the perspective of educators is also evaluated. Prior to administering the test, the researcher provides comprehensive instructions regarding the questionnaire. The query posed by the informant was duly addressed. The informants were allotted a duration of 50 minutes to complete the questionnaire. A study was conducted on a sample size of 600 participants. The administered survey instrument elicits information pertaining to the social context of the respondents, specifically with regard to their educational medium, native language, parental educational attainment, residential location, and annual household income. The questionnaire comprises questions of both objective and descriptive nature.

The initial 15 inquiries pertain to the level of words, specifically morphology. The second set of 15 questions pertains to the syntax or sentence-level structure, while the third section of the survey pertains to discourse or essay writing.

Conclusion:

The primary emphasis of this chapter centres on the techniques and approach utilised in the present study. The text provides a concise

overview of various aspects of research, including research methods such as quantitative and qualitative methods, research design, sampling method, questionnaire preparation, pilot study, standardisation of test, research tools, and the experiment employed for the study. The chapter comprehensively addresses various crucial facets of research, including methodology and its significance, pilot study, informant selection, variables, and questionnaire construction.

CHAPTER IV

Introduction:

The examination of the gathered data is an essential element of every scholarly investigation. Data analysis is the systematic examination of organised information with the objective of uncovering intrinsic facts. According to Koul (2001), there are three modalities that can be employed to analyse collected data, as outlined below:

- To consider the implications of significance tables based on the available data.
- To scrutinise the problem statement, it is advisable to do a comprehensive review of previous research and engage in a thoughtful examination of the data. Additionally, it may be beneficial to approach the topic from a layperson's perspective and engage in discussions with people to gain further insights.

- To conduct an examination of the data, numerous statistical calculations will be performed.

The methodologies employed for examining the process vary based on the primary study objective. The research employed the statistical techniques of ANOVA, t-test, and correlation for analysis.

Once the research plan has been executed and the data has been gathered, the subsequent phase in the research process is the analysis of data. This particular activity is considered to be the most demanding and specialised across all stages of the research endeavour.

ANALYSIS I- ERROR ANALYSIS

An examination of errors was conducted on the writing performance of the students. The error analysis reveals the specific region of writing in which the pupils encounter difficulties. The process of evaluating the writing abilities of learners involves the identification and analysis of flaws and mistakes present in the written work produced by students. The method of error analysis is employed to examine and assess the replies of individuals in order to identify the many linguistic processes involved in the utilisation of word, phrasal, syntactical, and semantical categories within a language. By recognising the specific places where errors occur, both teachers and learners can get insight into the areas that require more attention. This understanding allows for the development of appropriate strategies to address the difficulties and problems, ultimately leading to their resolution.

Errors serve as genuine indicators of the challenges faced by learners. Through the identification of errors made by learners, the researcher is able to effectively pinpoint areas that require greater attention and emphasis. It is widely acknowledged that students make blunders across various levels of language proficiency. Moreover, it has been widely acknowledged that the aforementioned factors contribute to the errors observed in students' writing, alongside the intricacy of the rules governing the target language. An error analysis was conducted on several facets of writing ability.

- Morphological/Word Level
- Syntactical/Sentence Level
- Semantic/ Meaning Level
- Discourse/ Paragraph Level

The aforementioned error is frequently committed by pupils. The inaccuracies that were identified in the questionnaire were provided by the students.

- Graphological error
- Morphological error
- Grammatical error
- Lexical errors
- Syntactic errors
- Semantic errors
- Analogical creation / overgeneralization
- Inappropriate use of the rules

- Simplification of the existing rules
- Mother tongue influence
- Influence of Spoken English
- Lack of Interest in Writing

Morphological Analysis:

➤ **Morphological error**

The complexity of the morphological pattern in English is widely acknowledged due to its numerous morphological elements. Among them, certain ones have lower levels of productivity. In a same vein, many morphological patterns exhibit logical characteristics, whereas others encompass a greater number of allomorphemes and free variant forms. These complexities pose challenges to the process of acquiring knowledge and its practical implementation.

This difficulty will primarily and significantly impact the development of productive talents. When engaging in a receptive skill, such as listening or reading, the individual is not required to exert significant effort in order to derive meaning from complex morphological patterns. However, in the case of productive skills such as speaking and writing, it is imperative for users to thoroughly analyse these complexities of morphological patterns. Only then may individuals generate linguistically acceptable grammatical elements.

Word Grammar :

In the realm of grammar, it is important to note that no grammatical element, be it a word or any other linguistic unit, exists in isolation. The majority of words and all grammatical elements consistently occur in conjunction with one or more words to convey a comprehensive or nearly comprehensive meaning. The examination of individual words or grammatical elements may not yield useful results, as the analysis of grammatical characteristics or words cannot be conducted in isolation from the context in which they are used. In essence, a grammatical characteristic or term is deemed either correct or incorrect based on the specific contextual considerations. In the context of this analysis, instances of grammatical errors or word errors are identified and described in sentences where these items are observed. This suggests that morphological faults and lexical errors are combined together for the purpose of facilitating analysis.

Spelling Error:

The role of spelling is significant in the process of word development. The interpretation of a word is contingent upon the specific arrangement of graphemes or letters within it. Graphemes play a crucial role in distinguishing and differentiating the semantic content of words. The language's spelling standards facilitate effective comprehension for both the writer and reader in written communication. The spelling rules governing the English language exhibit a considerable degree of complexity,

characterised by a combination of regular patterns, irregularities, and exceptional cases. Moreover, a single sound is represented by one or more letters. In addition to the primary language acquisition process, the intricacy of spelling rules also contributes to the propensity of students or learners to generate misspelt words. The alteration or modification of the letters comprising words results in the loss of their respective meanings. The occurrence of alternations or elision of letters within words might result in perplexity. Occasionally, the presence of misspelt words might lead to the interpretation of alternative meanings. The incorrect words identified within the corpus of the pupils are categorised and analysed in the subsequent sections.

Mother tongue influence on spelling:

In the Tamil language, it is not feasible to form consonant clusters such as pr, tr, st, tr, pl, and so on. As a result, one is able to identify faults in the second language (L2) spelling. The evidence can be categorised as follows:

Sample	-----	correct
		form
Firiend	----	friend
Piravent	-----	prevent
Piraivate	-----	private
Respiratory		respirato
-----		ry

Piroballam ----- problem

The insertion of vowels such as 'i' and 'a' between two consonants in a cluster is a result of the influence of the first language (L1), as mentioned earlier. Moreover, the phonemes that are originally voiced are replaced with voiceless phonemes, as indicated in the following statement.

Sample ----- Correct term

broplem ----- problem

podernical ----- botanical

discriped ----- described

In the Tamil language, there is a lack of voiced sounds, which leads second language (L2) users to often replace voiced letters with voiceless ones.

ii) The Impact of Oral Language on Orthography.

The students have translated their erroneous speaking patterns to their written communication in the following manner:

Example ----- Correct

form

arived ----- arrived

beetiful ----- beautiful

survices ----- service

Example Correct form

Dificult ----- difficult

Parsonal -----personal

Facotories -----factories

Witch----- which

iii) Words showing dropping

letters Example ----- Correct form

Tropping----- Dropping

arrived ----- arrived ----- 'r'

betifull ----- beautiful ----- 'au'

drooped ----- dropped ----- 'p'

equialent ----- equivalent ----- iv

imppretive ----- imperative ----- e

iv) Words showing addition of letters

Example ----- Correct form ----- Addition

unblievable ----- unbelievable ----- 'e'

playying ----- playing ----- 'y'

distrouid ----- distroid ----- 'u'

dailiy ----- daily ----- 'i'

becommeing ----- becoming ----- 'e'

parants ----- parents----- 'r'

complexcity ----- complexity ----- c

secound ----- second ----- u

v) Words showing modification of

letters Sample ----- Correct form -----

Transfer

hepy ----- happy ----- a-e

parants ----- parents ----- e-a

haliday ----- holiday ----- i-e

imppretive ----- imperative ----- a-

e familie ----- family ----- y-e

discripeed ----- described ----- e-i

The data that has been analysed and categorised indicates that the occurrence of spelling errors in consonant clusters can be attributed to both the influence of the learner's first language (L1) and their inappropriate speech habits.

➤ **Graphological Errors**

Given that the current students are at an advanced level of study, namely in higher education, and possess extensive experience in utilising the English language for academic and social contexts, it is unlikely for them to make significant orthographic or graphological errors. Nevertheless, it has been observed that there are certain recurring graphological faults present in their written work. The individuals mentioned before have been provided with pertinent arguments.

It is well acknowledged that the English language possesses a complex spelling system characterised by a lack of consistent correspondence between letters and their associated phonetic sounds. The lack of consistency often leads learners to a state of confusion, resulting in the adoption of spelling rules that are deemed illogical and incorrect from the learner's perspective, yet are recognised as logical thinking. This issue has been observed to occur in both vowels and consonants.

Undergraduate education is widely regarded as a higher degree of education that requires the attainment of maturity in various aspects, particularly in language proficiency. However, the current situation yields somewhat unforeseen outcomes. Certainly, this is not the phase of education in which the fundamental spelling system of the English language is fostered. However, it is imperative to diligently acquire proficiency in the newly acquired vocabulary and elaborate terminology that have been introduced during the course, while simultaneously emphasising the significance of the spelling system, alongside meaning and usage in diverse linguistic contexts.

Errors in Vowels:

Vowel mistakes have been shown to manifest in all three positions within a word, specifically the initial, middle, and final positions. The frequency of errors occurring in the beginning position is quite low in comparison to the other two types of faults.

Errors in Consonants:

When comparing vowel errors to consonant errors, it is seen that the latter exhibit a higher frequency. This phenomenon can be attributed to the fact that the English language utilises only five vowel letters to represent a total of twelve vowel sounds and eight diphthongs. In contrast, out of the twenty-six letters in the alphabet, twenty-one consonants (including semi-vowels) are employed to represent a diverse range of sounds. It should be noted that the utilisation of fewer letters for encoding a greater variety of sounds can lead to confusion among students when attempting to select the correct spelling. This implies that

the same letter must be situated within various contexts in order to convey distinct significations. In terms of graphemes representing consonants, it is noteworthy that while their quantity is greater, their frequency of usage is comparatively lower. In contrast to vowels, consonants in the English language have a tendency to pose challenges for learners, albeit in specific instances and with restricted options. Consequently, the occurrence of significant spelling issues in relation to consonants is expected to be minimal. The issue at hand can be attributed to the lack of distinction between voiceless and voiced sounds. This issue is particularly associated with stop consonant sounds. The lateral, fricative, and semivowel sounds do not encounter similar difficulties.

Similar to vowels, consonants can also be classified into several categories based on their position inside words. However, the frequency of consonant-related issues is uniformly distributed throughout all three word positions. Among these variations, the voiceless and voiced alterations occur with a significant degree of regularity.

Errors in Noun:

Nouns or noun phrases typically function as subjects, direct objects, indirect objects and subject complements (NPS also function as the object of preposition) A noun that denotes a single person or thing is said to be in singular form and that which denotes more than one person or thing is said to be in plural form. Plural nouns are formed by the addition of the suffixes which are otherwise called as plural morphemes (like '-s' '-es' '-en' '-ren' etc) to the singular form of the noun.

Error in Pronoun:

A pronoun is a linguistic unit that can function as a substitute for a noun within a phrase. Pronouns can be categorised into subject, object, genitive, and reflexive pronouns. Pronouns exhibit agreement in number with both the subject and object, as they function as substitutes for nouns. Pronouns must exhibit concordance in terms of number, gender, and person with the nouns they represent.

Errors in Verb:

The verb, or verb phrase, serves as the central component of a sentence. The majority of English sentences consist of at least one verb. Verbs possess a substantial amount of information as they serve to depict acts, occurrences, and states, while also situating them within a temporal context. The aforementioned statements serve the purpose of indicating the completion or ongoing nature of actions or events, as well as specifying the current or regulative condition of affairs. Modal verbs are utilised to express several functions, including commanding, requesting, speculating, wishing, and predicting.

The kids have not effectively managed the verbs as well. The majority of sentences generated by the students have been devoid of meaning and functionality as a result of their incorrect utilisation of verb forms. The following are examples of erroneous sentences.

Error in Auxiliary Verbs:

The auxiliary verb functions as a subordinate element in relation to the main verb. Differentiating between mood, tense, aspect, voice, and other linguistic features might be beneficial. The function of this linguistic

structure is to construct interrogative sentences, particularly in the form of tag inquiries. Typically, a verb phrase is comprised of a primary verb that is preceded by one or more auxiliary verbs. The accurate selection of the auxiliary verb form is crucial for sustaining subject-verb concord. Many students have challenges when it comes to utilising auxiliary forms as well.

The auxiliary verb serves as a subordinate component in relation to the primary verb. It may prove advantageous to distinguish between mood, tense, aspect, voice, and other linguistic qualities. The primary purpose of this linguistic structure is to generate interrogative sentences, specifically in the form of tag enquiries. In general, a verb phrase consists of a main verb that is preceded by one or more auxiliary verbs. The precise determination of the auxiliary verb form is essential for maintaining subject-verb agreement. Numerous students encounter difficulties in effectively employing supplementary forms.

Error in Adverb:

Adverbs serve to indicate the manner in which verbs are performed. In the English language, a significant number of adverbs are denoted by the suffix 'ly'. An adverb is a linguistic unit employed to augment the semantic content of a verb. The role of an adverb within a phrase has considerable importance due to its influence on the verb it modifies. The efficacy and liveliness of the action are indicated by the inclusion of adverbs in the sentences.

Error in Adjectives:

Adjectives are commonly defined as lexical units or syntactic structures that function to alter and provide more information about nouns. In the English language, it is customary for adjectives to typically occupy the position between determiners and nouns. Nouns are subject to modification not just by prototype adjectives, but also by words belonging to several grammatical classes, such as verbal participles and noun heads. The utilisation of adjectives in pupils' written work has been observed to be significantly constrained.

Instances of this nature are hardly observed in the compositions of the students under examination. The semantic aspect of noun + noun combinations and adjective + noun combinations is largely identical in both English and Tamil languages. This can be attributed to the fact that... This allows for the utilisation of noun-noun constructions in place of adjective-noun constructions. It could also be argued that this blunder arises due to students using the principles of positive transfer from their first language's grammatical structure.

Error in Preposition:

A preposition, defined as a phrase or collection of words (such as in, from, to, on behalf of), is commonly positioned before a noun or pronoun in order to convey information about place, direction, source, method, and other related aspects. Moreover, it establishes a syntactic linkage between a noun or pronoun and additional elements within a phrase, so elucidating the connection between them.

The potential occurrence of incorrect preposition usage can be attributed to the semantic complexity associated with prepositions. For instance, the preposition 'of' encompasses a wide range of meanings, with the Oxford dictionary listing a total of sixty-three distinct definitions. Similarly, numerous other prepositions exhibit a comparable multitude of meanings, approaching the extent observed with 'of'.

In addition to the presence of many meanings in the target language, the interference of the native language also occurs as a result of the dissimilarities seen between the native language (L1) and the second language (L2). An illustration of this phenomenon can be observed in the Tamil language, which serves as the primary language of the students being examined. In Tamil, case markers are positioned after the words they modify, and their occurrence is influenced by morphological conditions or rules.

In some instances, the Tamil case marker 'il' is considered equivalent to many English prepositions such as in, at, by, of, and on. As a result, Tamil students who are studying English encounter difficulties in accurately applying prepositions within appropriate situations. Consequently, these prepositions are regarded as free alternative forms by individuals, leading to their infrequent usage.

Error in Articles:

The linguistic elements commonly referred to as 'a', 'an', and 'the' are typically classified as articles. In the English language, articles are

classified as a subclass of determiners. The terms 'a' and 'an' are classified as indefinite articles, while 'the' is categorised as a definite article. The utilisation of both the indefinite and definite articles is contingent upon the characteristics of the subsequent words. The usage of the indefinite article 'a' is appropriate when preceding a word that begins with a consonant or a vowel that produces a consonant sound. Conversely, the indefinite article 'an' is employed when preceding words that commence with a vowel (namely, a, e, i, o, u) or words that commence with a silent 'h'. The definite article 'the' is used to indicate that the noun it modifies refers to a specific person or object that has already been mentioned or is known to both the speaker and the listener.

The definite article 'the' is observed in several contexts.

- When a singular term is intended to represent an entire class,
- When referring to geographical features such as gulfs, rivers, seas, oceans, groups of islands, and mountain ranges, it is important to use their proper names.
- Prior to the titles of specific literary works.
- Preceding the general nouns that denote singular entities.

In academic writing, superlatives are used to express the highest degree of a quality or attribute. Ordinals, on the other hand, are employed to indicate the position or order of anything in a sequence. Additionally, articles are often used before musical instruments and similar objects.

The data show that the article 'an' is used before words beginning with vowels and 'a' before words beginning with consonant without considering the quality of letter or phoneme which begins in a word. It is evident that 'an' is used before the consonant 'h' which is silent or mute in the beginning of word, and 'an' is used before the vowels which have sound quality of consonant. The reason for the wrong substitution is that the 'strong pressures of the continuously drilled rules that an is used before nouns begin with vowel (Agnihotari, 1992) and vice versa due to such habit formation, the students extend these rules as a sun a world an Atlantic ocean.

The article 'the' has not been utilised in instances when it is necessary for cataphoric referencing. The occurrence of these errors can be attributed to a lack of understanding of grammatical elements related to articles, the influence of the first language, and the use of simplification strategies.

Additionally, it has been observed that students tend to utilise the indefinite article 'a' more frequently than the articles 'an' and 'the'. This phenomenon could be attributed to the simplicity and early introduction of the letter 'a' in the learning process. However, the students face certain instances in which an article is required. Whenever they come across such a context or gap, they typically fill it with the indefinite article "a".

SYNTACTICAL ANALYSIS

A language is comprised of phonetic units, known as sounds, which are organised into lexical units called words. These words, in turn, are structured into larger units known as phrases or sentences. A word, often referred to as a morpheme, is a linguistic unit that carries meaning. Any modification in the pronunciation of a word, when pronounced, or any changes in the arrangement of its letters, when written, might result in a change in the semantic interpretation of the term. In a similar vein, a phrase or sentence can be considered a more advanced linguistic unit that conveys a single, coherent meaning. The alteration of any word inside a phrase or sentence has the potential to impact the semantic meaning of said phrase or sentence. A sound or letter is an integral component of a word, with semantic value. Furthermore, a word is a constituent of a phrase or sentence, which likewise holds semantic significance. The semantic significance undergoes alteration in both paradigmatic and syntagmatic dimensions through the process of substituting, omitting, or inserting a word or words within a given slot.

The semantic relevance of a phrase or sentence is influenced not only by the choice of words but also by the arrangement of those words. Hence, the organisation of sentences or phrases in a suitable and socially acceptable manner, adhering to the established rules of grammar and societal conventions.

Hence, with regards to situational issues, it is essential to consider two significant elements: the item itself and its organisation. In order to determine the accuracy of a certain phrase or sentence, it is necessary to

examine the constituent elements of the phrase or sentence, including the individual words and their respective positions within the structure. The placement of an incorrect word in the appropriate position within a sentence, or the placement of a correct word in an inappropriate position, can result in an irregularity that impacts the intended meaning of the sentence or phrase. The syntactic problem is regarded as a means of verifying if a phrase or sentence adheres to the grammatical rules about the choice and arrangement of linguistic elements by the speaker or writer. The current study examines the syntactic issue of the pupils being reviewed in the aforementioned manner.

Syntax Error:

Syntax encompasses the various methods by which words are amalgamated to form more complex structures, such as sentences. The fundamental divide within a sentence lies in the differentiation between the subject and predicate. In the 1970s, the generative grammar made use of tree diagrams that incorporated a leftward branching structure for the subject, referred to as the noun phrase (NP), and a rightward branching structure for the predicate, referred to as the verb phrase (VP). The letter "S" represents the term "sentence."

The syntactical errors made by the pupils are classified and presented in the following manner.

Concord Error:

Concord, also known as grammatical agreement, refers to the harmonious relationship between words in terms of number, gender, subject, verb, and other linguistic elements. In the English language, the concept of number is a linguistic characteristic that is commonly observed in nouns, demonstratives, personal pronouns, and verbs. Nouns exhibit either solitary or plural numbers, but present tense verbs, when paired with a 3rd person singular subject (noun), demonstrate agreement. The identified errors in the student's writing are categorised and displayed in the following manner.

(i) Adjectives and noun agreement:

For example

1. This books is good to read.
2. The scientists said that due to this holes world will be destroyed with in 300 billion years.

The inaccuracies pertaining to agreement between the demonstrative adjective and noun may arise due to a lack of understanding of the roles of demonstrative adjectives and influence from one's first language. In the Tamil language, the absence of a distinction between single and plural forms is observed in demonstrative adjectives, unlike in the English language. In the context of demonstrative pronouns, the term "inta" refers to objects in proximity to the speaker, while "anta" denotes objects that are farther away. Specifically, "inta" can be used to indicate "this" or "these," depending on whether the noun being referred to is singular or plural. For instance, "inta puttakam" signifies "this book" in

the singular form, whereas "inta puttakankal" represents "these books" in the plural form. On the other hand, "anta puttakam" denotes "that book" in the singular, while "anta puttakankal" signifies "those books" in the plural.

(ii) Subject -Verb Agreement:

For example

1. Diesel vehicles causes most serious problem
2. Especially industries causes these air pollution

The preceding sentences demonstrate the issue of subject-verb agreement. The students have utilised the third person singular marker 's' (es) without taking into account the noun preceding the verb. The terms 'vehicles,' 'industries,' 'gases,' and 'preventive measures' are plural in nature, necessitating the usage of plural verb forms. However, it has been observed that students have largely employed single verb forms in these instances. The overgeneralization of the third person singular marker occurs in instances where it is not necessary.

(iii) Relative Pronoun and verb agreement:

For example

- i. Water is mainly polluted by the industries which discharges wastes by dyeing.
- ii. Government should check the industries which leads largely harmful to living things.

These agreement errors have arisen as a result of a lack of understanding of the grammatical properties of the relative pronoun "which." In the aforementioned cases, the word 'which' serves as a

relative pronoun and exhibits the grammatical characteristics of the noun that precedes it. The students see the relative pronoun 'which' as a singular linguistic entity, resulting in the erroneous application of a singular verb following the relative pronoun, regardless of the noun before 'which'.

➤ **Singular for plural**

The pupils' writings primarily contain the following categories of errors. Several examples are showcased here, accompanied by pertinent reasoning.

For example:

1. She has no brain.
2. Officers are demanding better facility
3. Directors want retirement benefit.
4. She found grey hair on my head.

The pupils' writings primarily contain the following categories of errors. Several examples are showcased here, accompanied by pertinent reasoning.

➤ **Plural for singular**

In contrast to the aforementioned examples, the students occasionally employ plural forms instead of singular forms. This also impacts the significance and hence, the students generate linguistically undesirable entities.

1. Americans have blonde hair.
2. She gave him a lot of good advices.

In these two lines, the words 'hairs' and 'advices' need to be used in their singular form. That is, without the addition of the suffix "-s". Typically, in English, words such as furniture, machinery, issue progeny, hardware, software, food, alphabet, information, luggage, nonsensical logic, arithmetic, music, poetry, dirt, and sweet are not used in the plural form. In order to convey singularity, words such as 'piece' must be used in conjunction with terms like 'a piece of advise', 'a piece of furniture', 'a piece of information', and so on. The students are facing difficulty in distinguishing between the usage of singular and plural forms.

➤ **Errors in the use of article**

Even proficient English speakers encounter challenges when it comes to selecting and using articles, given the numerous intricate rules and restrictions associated with their usage. Current students also encounter difficulties in utilising articles in their written work. As a result, they consistently construct sentences incorrectly by employing incorrect articles. Here are some pieces of evidence that shed light on the issues related to articles.

For example:

1. Give him sixteen and half rupees.
2. She has got headache.

The word "a" is absent in those two statements. The sentences must be rephrased in the following manner.

For example:

1. Give him sixteen and a half rupees.

2. She has got a headache.

It should be observed that when the nouns derived from 'pain' refer to a condition or state, they are considered uncountable. For instance, the consumption of chocolate causes me to have dental pain. However, when referring to a singular instance of suffering, it is typically considered countable in American English and uncountable in British English. However, the term 'headache' is consistently classified as a countable noun.

In the cases above, the pupils neglect to include an article where it is necessary. However, there are instances where an article is completely unnecessary, yet current pupils use it unnecessarily, resulting in a lack of meaning or unintentional meaning. Here are several examples that discuss the aforementioned matter.

➤ Errors in the use of Pronoun:

Similar to nouns, pronouns can provide difficulties for students during their studies. Undoubtedly, pronouns are less in quantity, making it remarkably effortless to grasp all aspects of pronouns and possess the proficiency to utilise them flawlessly and accurately. Here are some examples of expressions in which the pronouns are incorrectly positioned.

For example:

1. Yourself did it.

2. The woman who was here is my friend.
3. This skirt of mine is new

In the first sentence, the word 'my' is used instead of 'mine'. The subject pronoun is absent in the second sentence, the pronoun 'he' is superfluous in the third sentence, and the pronoun 'same' is used instead of 'it' in the last sentence.

Therefore, it can be deduced from the aforementioned examples that Undergraduate students occasionally neglect to place pronouns where they are necessary, and at times, they needlessly include pronouns where they are not needed. Additionally, in certain situations, they mistakenly replace one pronoun with another. The pupils' texts reveal a prevalent lack of understanding regarding pronoun usage, resulting in this unfortunate situation.

➤ **Errors in the use of adjectives**

Similar to nouns, adjectives likewise hold importance in the utilisation of language. While it may not alter the overall significance of the phrase, (it solely impacts or modifies adjacent nouns), it must be employed correctly. Examine the following sentences in which undergraduate students who have incorrectly employed adjectives.

1. There are no less than five girls in the class.
2. This is a best song.
3. She gave her a tight slap.

The adjectives employed in the above sentences are 'future', 'no less', 'best', 'more shorter', and 'tight'. Those adjectives are not appropriate for the settings in which they are used. Instead, those adjectives must be replaced with the following adjectives: subsequent, no fewer, very good, shorter, and smart, respectively. This substitution is necessary to ensure grammatical correctness in the sentences.

➤ **Errors in the use of adverb**

Similar to adjectives, adverbs play a crucial part in a sentence structure, however they do not completely alter the verb or the fundamental meaning of the sentence. The incorrect use of adverbs will undoubtedly impact the semantics of the verb, as adverbs modify the verb. Regarding adjectives, they will consistently appear before nouns or can replace nouns. However, in English, adverbs can be positioned before or after a verb, or at the conclusion of a sentence. There are specific rules about the placement of adverbs in a sentence, and breaking from these norms might render the adverb meaningless.

Below are several constructs identified in the essays of the pupils being evaluated. The students have erroneously utilised adverbs in certain formulations, resulting in incorrect or improper constructions.

For example:

1. I know her too well, and she will do this for me.
2. She is very interested in your welfare
3. She comes late often to school.

The initial sentence employs the adverb 'too' instead of 'very'. Consequently, this sentence is incorrect. The second phrase incorrectly uses the adverb 'much' instead of 'very'. In both statements, all elements are valid except for the adverb. Incorrectly substituting an adverb results in an error. In the third phrase, the pupils have appropriately used the word "very," but they have not incorporated the adverb "much" into this structure. Consequently, it is deemed an incorrect sentence. In sentences 4, 5, and 6, appropriate adverbs have been utilised, however they have been positioned incorrectly. Consequently, those sentences are regarded as incorrect. The sentences must be reformulated in the following manner.

1. She often comes to school late.
2. Only one person came in late.

Students often overlook this feature of language, unaware of the gravity of the resulting semantic divergence. For instance, the previous structure was worded as indicated earlier, specifically that your hair is in dire need of a haircut. This implies a completely different interpretation, as the adverb modifies the action of cutting rather than the planned action. Both adjectives and adverbs must be given careful consideration, much like other grammatical categories, in order to attain clarity of meaning.

➤ **Semantic problem**

Language serves as a widely accepted truth that enables individuals to create and communicate meaning via the use of sounds. Spoken

language refers to the use of words in spoken communication, while written language involves the use of letters to convey meaning. Spoken language receives input through sound, while written language receives input through letters. The upshot of language is the creation of meaning. Language serves as a medium via which individuals convey and communicate meaning from the sender to the receiver. Irrespective of the language activity, individuals seek to find meaning. In the case of productive skills, users search for the meaning and attempt to express it through either spoken or written form. On the other hand, in the case of receptive skills, language users seek meaning through listening and reading, whether it be through auditory comprehension or visual interpretation of written text. Both the speaker or writer invest meaning, while both the listener or reader gain meaning.

Individuals often encounter difficulties while attempting to convey or comprehend meaning through language. Either due to a lack of linguistic proficiency or other factors such as carelessness, disinterest, forgetfulness, or inadvertent errors. This results in a state of the art where individuals frequently engage in miscommunication, misunderstanding, misinterpretation, and misuse, among other things. This, thus, results in a "communication gap". This could be due to either the user's limited language proficiency or the inherent characteristics of the language itself, which can sometimes cause the user to interpret a different meaning than intended by the sender. The above comments highlight the crucial role played by the semantic component of language, whether it is used for producing or understanding speech. Any error

happening in any element of language will ultimately result in or impact the semantic part of language. Any errors occurring at the sound, letter, morpheme, word, phrase, or syntactic level will impact or alter the final outcome of the aforementioned components. Thus, the susceptible aspect of their semantic component is entirely dependent on other components of language for its nature and safety.

Language learners, whether aware or not, often make numerous blunders or errors at all stages of language acquisition. This will then impact the resulting element known as significance. The current pupils undergoing evaluation have been enduring significant hardship due to this issue. This type of errors undermines the fundamental objective of language utilisation. When a linguistic element is utilised to convey its specific content, message, or meaning, it is only meaningful if it serves its intended goal. Therefore, it is essential for a student to prioritise and pay close attention to the semantic aspect of languages. By inculcating this trait, one will equally allocate their attention to all other components of language that have a necessary and interrelated dependant connection. The pupils have encountered the following categories of semantic issues in the corpus obtained from the samples. The semantic issue persists across morphological, lexical, phrasal, and syntactical tiers.

➤ **Variants**

The pupils frequently utilise appropriate functors, which are grammatical morphemes that consistently occur alongside general morphemes and

possess productive qualities. In other words, the grammatical markers that are commonly used with different base morphemes do not cause any difficulties for the students. However, the less commonly used and non-productive nature of grammatical morphemes, particularly the morphemes, can lead to confusion among language users. Less commonly utilised grammatical morphemes are morphologically influenced, which is a well-established phenomenon. They will only occur with specific morphemes and cannot be used with other morphemes without understanding the rule restriction and constraint. The students readily access and/or mix incorrectly. This occurs due to the simultaneous instruction of both highly and less frequently used morphemes during the teaching process, rather than isolating each group of morphemes for instruction.

➤ **Ambiguity**

The inherent characteristic of language is its ability to convey the writer's intended message, as well as unintended messages or hidden intentions. The character of language use, whether purposeful or unintentional, is determined by the selection of linguistic elements to be used in constructing sentences. This ambiguity arises spontaneously throughout the early stages of language acquisition and, thus, it is one of the rhetorical devices employed in creative writing. The complex nature of literature often perplexes readers, yet ambiguity can be resolved with the use of contextual cues found within the text. When a sentence with multiple interpretations is presented on its own, the reader may find it difficult to determine its intended meaning. The pupils being evaluated

inadvertently produce unclear phrases due to their inadequate usage of appropriate linguistic features. Below are some examples of sentences that are ambiguous.

For example:

1. She gave back her pen to Ram.
2. I consulted an advocate from Madurai.
3. They have gone through the book of grammar.

➤ **Redundancy**

In every language, a thought or idea is conveyed through either a single verbal element or multiple linguistic elements, particularly when multiple linguistic elements are arranged in a sentence. This indicates that a sentence will convey specific grammatical or semantic nuances through its many components. Take into account the following sentence:

There are four players playing in the playground.

The statement above contains three items with plurality. The concept of "fourness" is conveyed in the line above using three specific elements: "are", "four", and "boys". This attribute is prevalent in numerous languages, including the English language, which possesses this characteristic in various aspects. This would allow the recipient to easily understand the intended meaning, particularly the grammatical nuances, without any difficulty or effort. From the perspective of understanding, it would create a favourable environment for future comprehension, enabling readers or listeners to grasp the meaning.

However, from the perspective of producing language, it would impose an additional burden on the writer or speaker. If the speaker or writer negligently omits any superfluous things that are expected to be in the sentence they generate, it will influence the grammatical structure of the sentence, even though these items do not play a substantial part in conveying meaning. For readers or listeners, omitting any unnecessary elements in a sentence does not change the content. They can still understand the meaning by relying on other words that convey the same idea.

During the early stages of learning, learners may not pay attention to certain things. However, as they develop in their learning, they must focus on certain items. The current kids have made mistakes in those specific areas as well.

1. There are ten pen.
2. Ten woman arrived yesterday.
3. Everyone have to come with their books

In contrast to the previous statement, there is evidence in students' essays that supports the existence of a trait known as redundancy. In addition to the inherent redundancy that naturally occurs in a sentence, students also introduce additional redundant elements that distort the intended meaning. This happens due to a lack of semantic understanding of the words used to create a structure. This trait commonly manifests in grammatical elements such as conjugation and verbs.

For example:

1. As I am suffering from fever so I...
2. Since she completes so she stays here

DISCOURS ANALYSIS

➤ Coherence and Cohesion

When pupils engage in paragraph or essay writing. The students make mistakes in terms of coherence and cohesion. There is no correlation between one sentence and another sentence. There is no correlation between the meanings of one word and the meanings of another term. There is no connection or correlation between one paragraph and another paragraph. During writing practise, pupils often make these types of errors.

For example:

I wake up in the morning. I took bath.. Then I had my breakfast. I come to college. I ate three idly today. I met all my friends today in college.

Within this specific discussion, we have identified the following mistakes made by the students.

- There is no relationship between two sentences
- Two sentences connected with one in present and another one in past form
- There is no continuity

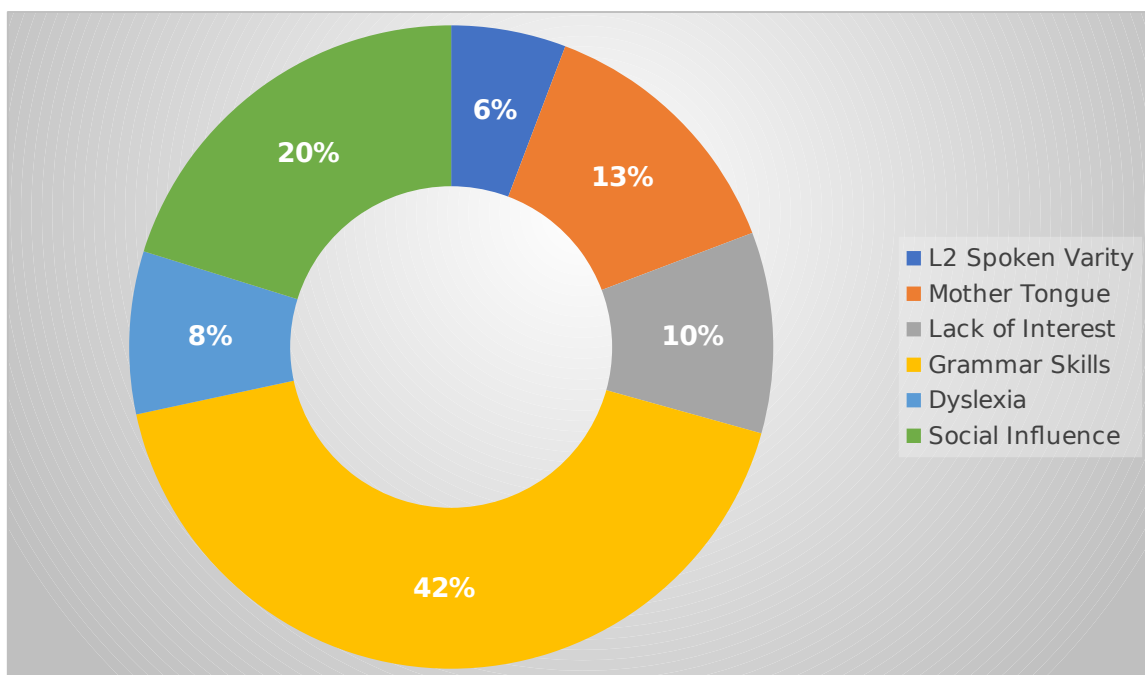
While do writing students face problems in following areas such problems in

- Creative Writing
- Essay Writing
- Letter Writing
- Subject Writing

Despite being at a higher level of education, the pupils under examination still make certain fundamental mistakes. Undoubtedly, among the proficiencies of language, the art of writing is exceptionally intricate. Due to the extensive practise of writing several academic papers, the current students have gained sufficient experience and their writing skills are steadily improving. However, it is disheartening to observe written faults across all levels of linguistic proficiency.

Table 6.1

Factors influencing Students on Writing Skills					
L2 Spoken Varsity	Mother Tongue	Lack of Interest	Gramm ar Skills	Dyslexi a	Social Influenc e
12%	28%	21%	88%	17%	42%



Graph 6.1 Factors influencing Students on Writing Skills

The table and graphic above illustrate the factors that influence pupils' writing ability. The pupils exhibit a 12% proficiency in spoken L2, 28% proficiency in their mother tongue, 21% lack of interest, 17% dyslexia, 42% social impact, and 88% grammatical faults in their writing.

FINDINGS FROM THE ERROR ANALYSIS

- o Spelling error made by the students
- o Mother tongue influence reflect in students writing
- o Deep structure of the words not clear to the students
- o Students mix the Tamil grammar influence in English writing
- o Repetition was there in writing
- o Students make errors in morphology
- o Students make errors syntax
- o Students make errors in semantics
- o Students make errors in paragraph writing
- o Spelling error made by the students
- o Mother tongue influence reflect in students writing
- o Deep structure of the words not clear to the students
- o Students mix the Tamil grammar influence in English writing
- o Repetition in writing essay writing

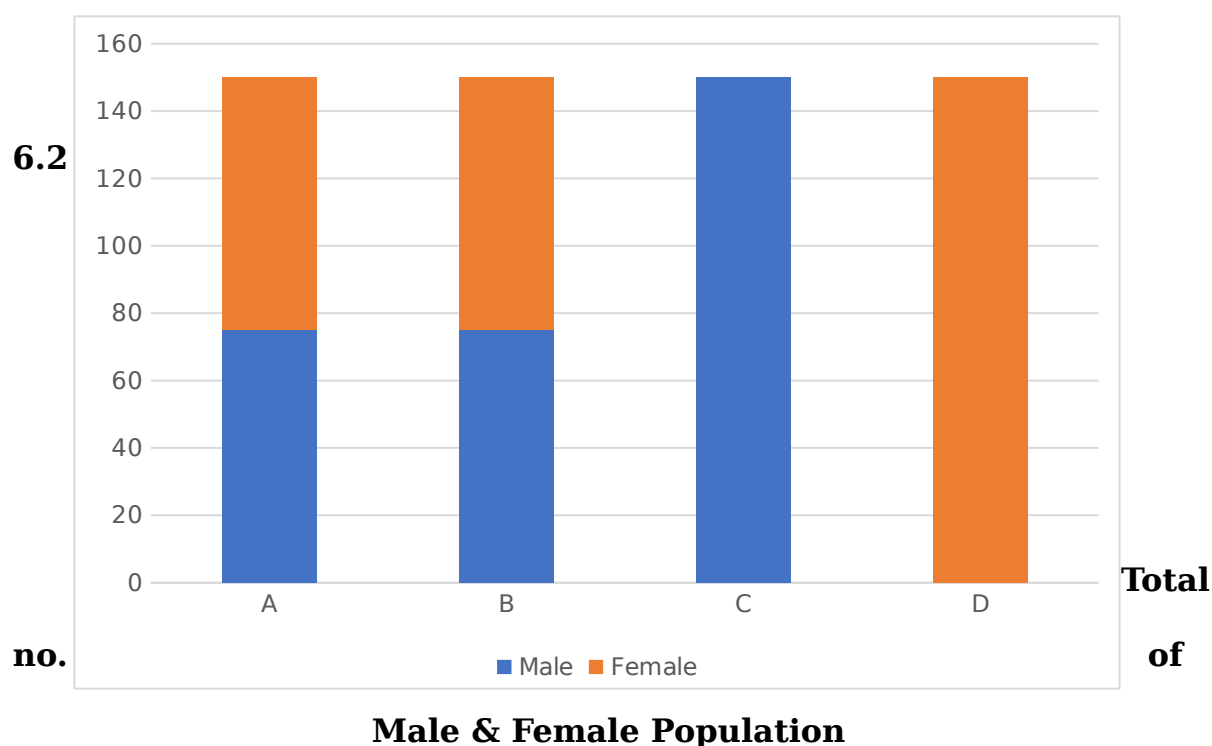
ANALYSIS II- PERCENTAGE ANALYSIS

The percentage analysis was conducted based on the socioeconomic background and questionnaire responses of the students. The analysis highlights the precision of the data and the analysis. The research unambiguously demonstrates the proportionate perspective on data.

ANALYSIS OF BACKGROUND OF THE STUDY

Number of Data Collected from Various College

Name of the college	Gender		Total
	Male	Female	
A	75	75	150
B	75	75	150
C	150	0	150
D	0	150	150
Total	300	300	600

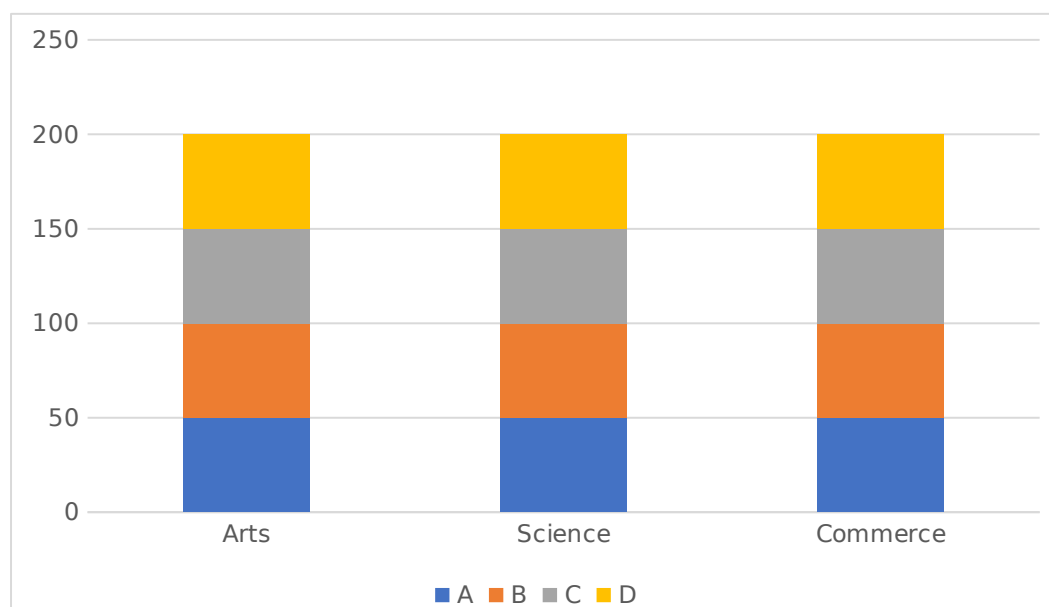


The table and charts above illustrate the population of the given sample size. A total of 600 samples were collected from different universities, with 300 samples being male and 300 samples being female. A total of four colleges were chosen for the purpose of gathering data.

A total of 150 samples were picked from each college. Out of a total of 150 pupils, there are 75 males and 75 females. A total of 150 male students were chosen from Ramakrishna College, while an equal number of 150 female students were chosen from Nirmala College.

Total Number of Students in Arts, Science and Commerce

Course of Study	Name of the College				Total
	1	2	3	4	
Arts	50	50	50	50	200
Science	50	50	50	50	200
Commerce	50	50	50	50	200
Total	(150)	(150)	(150)	(150)	(600)

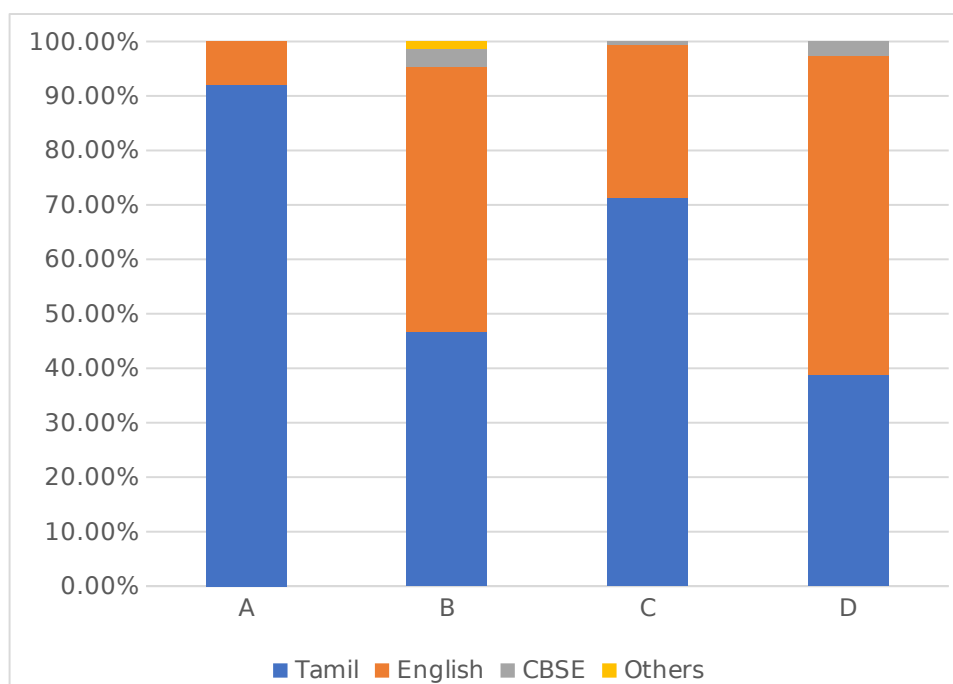


6.4 Total no. of Population in Arts, Science and Commerce

The table and graphic above illustrate the number of students in the Arts, Science, and Commerce disciplines. The table displays a total of 200 subjects in the Arts field, 200 subjects in the Science field, and 200 subjects in the Commerce field. A cohort of students was chosen for the purpose of gathering data. Each college selected 50 students from the Arts, Science, and Commerce disciplines.

School Education System of Students in SSLC

Name of the College	Statistics	Medium of Education High School				Total
		Tamil	English	CBS E	others	
1	No.of.Students	138	12			150
	Percentage of Students	92.00 %	8.00%	-	-	100.00 %
2	No.of.Students	70	73	5	2	150
	Percentage of Students	46.70 %	48.70 %	3.30 %	1.30 %	100.00 %
3	No.of.Students	107	42	1		150
	Percentage of Students	71.30 %	28.00 %	0.70 %	-	100.00 %
4	No.of.Students	58	88	4		150
	Percentage of Students	38.70 %	58.70 %	2.70 %	-	100.00 %
Total	No.of.Students	373	215	10	2	600
	Percentage of Students	62.20 %	35.80 %	1.70 %	0.30 %	100.00 %



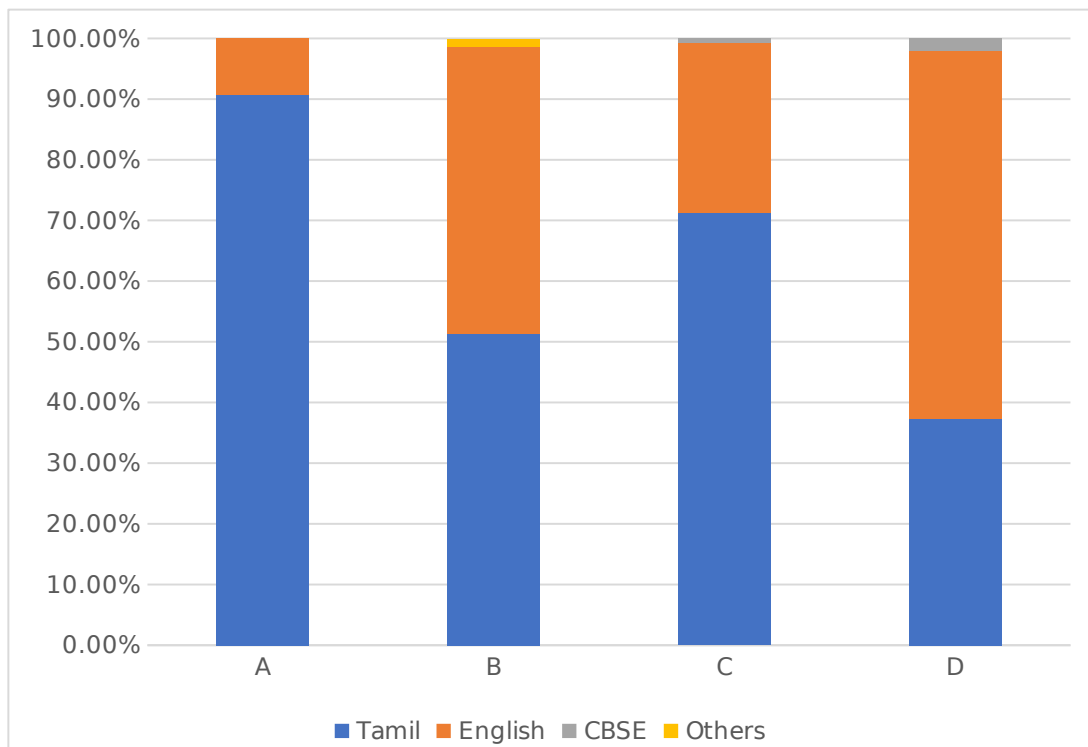
6.5 Medium of Education in SSLC

The table and chart above illustrate the medium of education for students in SSLC. Among the 600 pupils, 373 (62.2%) studied in Tamil medium, 215 (35.8%) studied in English medium, 10 (1.7%) studied in CBSE, and 2 (.3%) studied in another medium.

School Education System of Students in HSC

Name of the College	Statistics	Medium of Education High School				Total
		Tamil	English	CBS E	other s	
1	No.of. Students	136	14	-	-	150
	Percentage of Students	90.70%	9.30%	-	-	100.00%
2	No.of. Students	77	71	0	2	150
	Percentage of Students	51.30%	47.30%		1.30%	100.00%
3	No.of. Students	107	42	1	-	150
	Percentage of Students	71.30%	28.00%	0.70%	-	100.00%
4	No.of.	56	91	3	-	150

	Students Percentage of Students	37.30%	60.70%	2.00%		100.00%
Total	No.of. Students Percentage of Students	376 62.70%	218 36.30 %	4 0.70%	2 0.30%	600 100.00 %

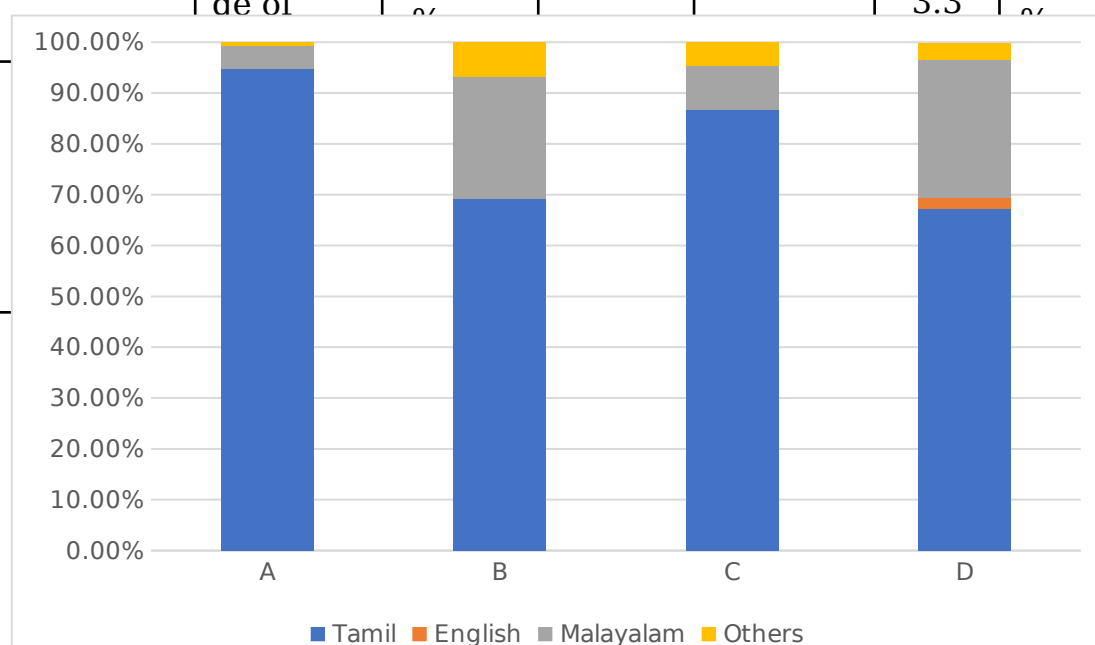


6.5 Medium of Education in HSC

The table and chart above illustrate the medium of education for students in HSC. Among the 600 pupils, 376 (62.7%) studied in Tamil medium, 218 (36.3%) studied in English medium, 4 (.7%) studied in CBSE, and 2 (.3%) studied in another medium.

Mother Tongue of the Respondents

Name of the College	Statistics	Medium of Education High School				Total
		Tamil	English	Malayalam	others	
1	No.of. Students Percentage of Students	142 94.70 %	0	7 4.70%	1 0.70%	150 100.00 %
2	No.of. Students Percentage of Students	104 69.30 %	0	36 24.00%	10 6.70 %	150 100.00 %
3	No.of. Students Percentage of Students	130 86.70 %	0	13 8.70%	7 4.7 %	150 100.00 %
4	No.of. Students Percentage of	101 67.30 %	3 2.00%	41 27.30%	5 3.3 %	150 100.00 %

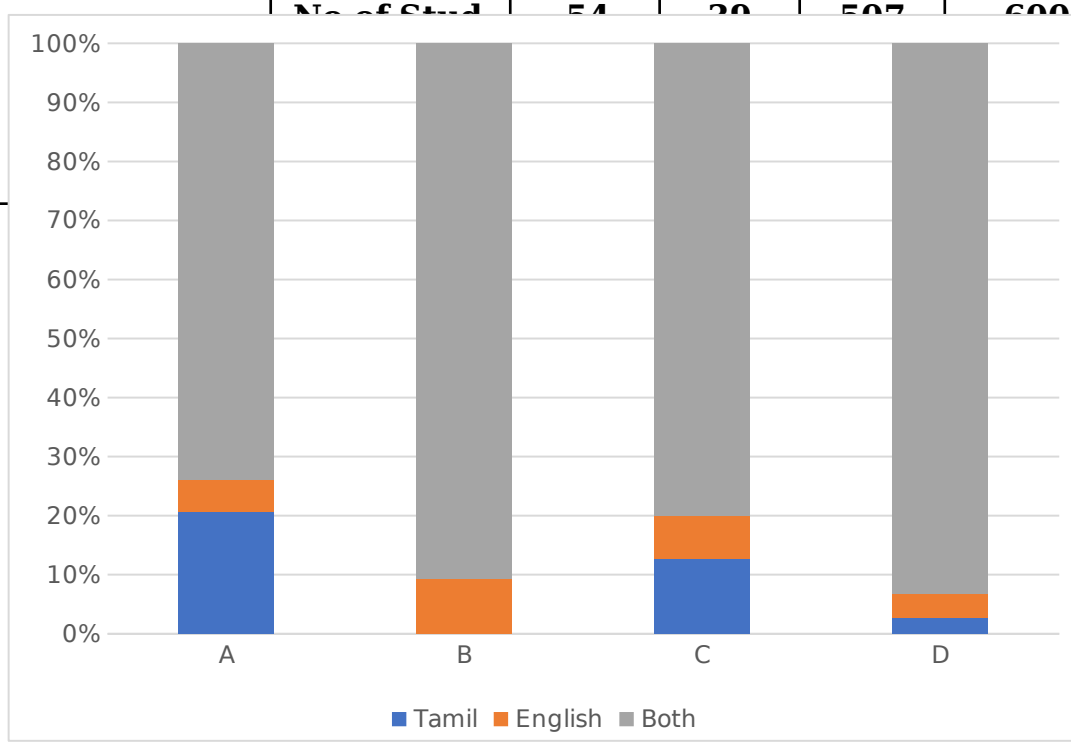


6.6 Mother Tongue of the Respondents

The table and chart provided above display information regarding the mother tongue of the students. Among the 600 pupils, 447 (79.5%) have Tamil as their mother tongue, 97 (16.2%) have Malayalam as their mother tongue, and 26 (4.3%) belong to the English and other language category.

Mother Tongue Influence on the Students

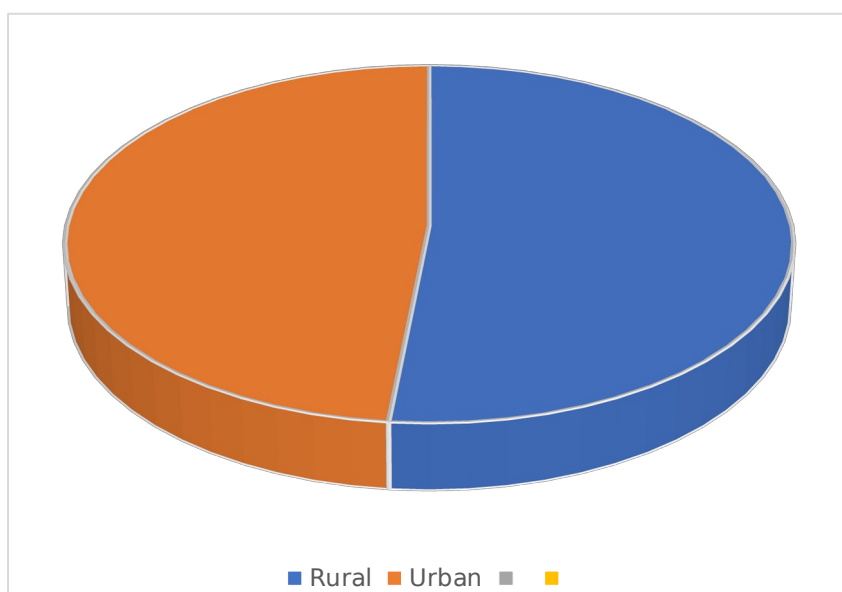
Name of the College	Statistics	Language Known			Total
		Tamil	English	Both	
Govt. Arts. College	No.of.Students Percentage of Students	31 20.70 %	8 5.30 %	111 74.00 %	150 100.00%
Bishop College	No.of.Students Percentage of Students	0	14 9.30 %	136 90.70 %	150 100.00%
Ramakrishna College	No.of.Students Percentage of Students	19 12.70 %	11 7.30 %	120 80.00 %	150 100.00%
Nirmala College	No.of.Students Percentage of Students	4 2.70%	6 4.00 %	140 93.3	150 100.00%
	No. of Stud	54	30	507	600



6.7 Influence of the Mother Tongue on the Students

The table and chart above demonstrate the linguistic influence on the students. Among the 600 pupils, 54 (9.0%) are proficient in Tamil, 39 (6.5%) are proficient in English and other languages, and 507 (84.5%) are proficient in both languages.

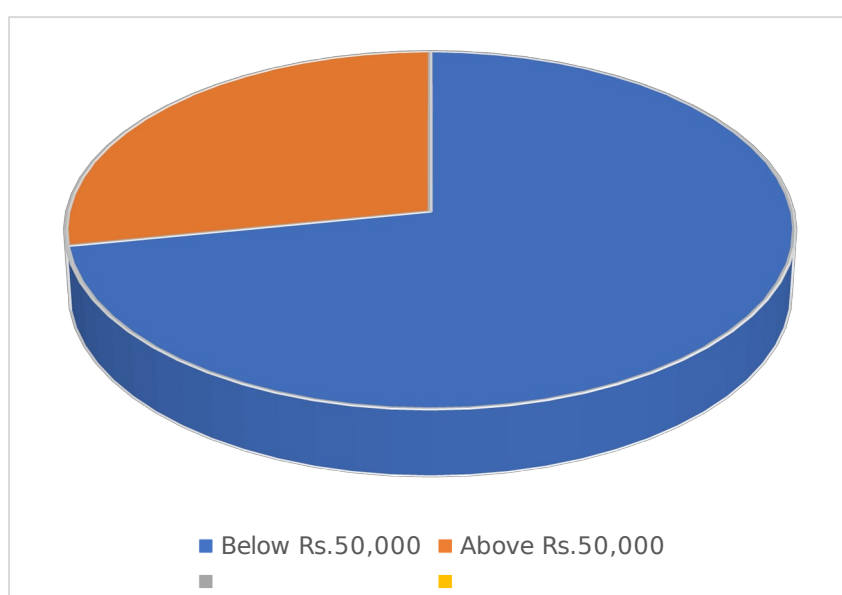
Rural and Urban percentage of Respondents				
Name	Frequency	Percent	Valid Percent	Cumulative Percent
Rural	309	51.5	51.5	51.5
Urban	291	48.3	48.3	99.8
Total	600	100	100	100



6.8 Rural and Urban percentage of Respondents

The table provided displays the demographic distribution of pupils based on their rural and urban origins. Among the 600 pupils, 309 (51.5%) hailed from rural areas while 291 (48.5%) came from metropolitan areas.

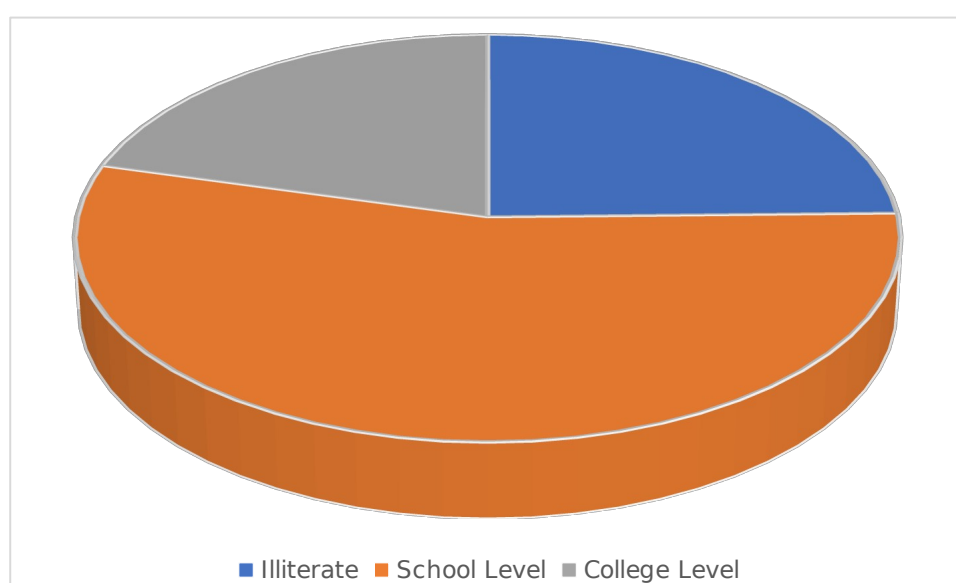
Annual Income of the Family				
Name	Frequency	Percent	Valid Percent	Cumulative Percent
Below 50000	368	61.3%	61.3%	61.3%
Above 50000	232	38.7%	38.7%	100%
Total	600	100%	100%	100%



6.9 Annual Income of the Family

The table and graphic above illustrate the Parental economic background. Among the 600 pupils, 368 (61.3%) come from a disadvantaged economic background, whereas 232 (38.7%) come from a privileged economic background.

Parental Educational Status				
Name	Frequency	Percent	Valid Percent	Cumulative Percent
Illiterate	148	24.7%	24.7%	24.7%
School	327	54.5%	54.5%	79.2%
College	125	20.8%	20.8%	100%
	600	100%	100%	100%



6.10 Parental

Educational Status

The table and chart above illustrate the educational status of parents. Among the 600 students, 148 parents (24.7%) are illiterate, 327 parents (54.5%) have completed school education, and 125 parents (20.8%) have obtained college education.

ANALYSIS OF STUDENTS QUESTIONNAIRE

The students' performance exhibited varying levels of proficiency in morphology, syntax, and semantics.

Students Performance in Morphology

QUESTION 1					
1. Find out the common noun from the following words					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	380	63.3	63.3	63.3
	wrong	220	36.7	36.7	100.0
	Total	600	100.0	100.0	

The first question pertains to the identification of a common noun among a group of 600 pupils. 380 students, or 63.3% of the total, answered correctly, whereas 220 students, or 36.7%, answered incorrectly.

QUESTION 2					
2. Find out the possessive pronoun from the following words					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	336	56.0	56.0	56.0
	wrong	264	44.0	44.0	100.0
	Total	600	100.0	100.0	

The second question pertains to the pronoun usage among a total of 600 students. 336 students, accounting for 56.0% of the total, provided the correct answer, whereas 264 students, equivalent to 44.0%, supplied an incorrect response.

QUESTION 3				
3. What is the past participle form of the verb "wear "				
	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	right	222	37.0	37.0	37.0
	wrong	378	63.0	63.0	100.0
	Total	600	100.0	100.0	

The third question pertains to the verb among a total of 600 students. Out of the total number of pupils, 222 (37.0%) answered correctly, while 378 (63.0%) answered incorrectly.

QUESTION 4					
4. Find out the Adverb from the following words					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	349	58.2	58.2	58.2
	wrong	251	41.8	41.8	100.0
	Total	600	100.0	100.0	

The fourth question pertains to the adverb among a total of 600 students. Out of the total number of students, 349 students, or 58.2%, provided the correct answer, while 251 students, or 41.8%, supplied an incorrect answer.

QUESTION 5					
5. Identify the adjective from the following words					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	335	55.8	55.8	55.8
	wrong	265	44.2	44.2	100.0
	Total	600	100.0	100.0	

The sixth question pertains to the adjective among a total of 600 students. A total of 335 students, accounting for 55.8% of the total, provided the correct answer, while 265 students, or 44.2%, supplied an incorrect response.

QUESTION 6					
6. Find out the preposition word from the sentence “ Margaret and Tony climbed into the raft”					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	389	64.8	64.8	64.8
	wrong	211	35.2	35.2	100.0
	Total	600	100.0	100.0	

The sixth question pertains to the preposition among a total of 600 students. Out of the total number of students, 389 (64.8%) provided the correct answer, while 211 (35.2%) gave an incorrect response.

QUESTION 7					
7. Find out the conjunction word from the sentence “ Ravi went to the college but did not write the exam”					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	471	78.5	78.5	78.5
	wrong	129	21.5	21.5	100.0
	Total	600	100.0	100.0	

The seventh question pertains to conjunction among a total of 600 pupils. Out of the total number of pupils, 471 (78.5%) answered correctly while 129 (21.5%) answered incorrectly.

QUESTION 8					
8. Identify the correct interjection from the following sentences					
		Frequen cy	Perce nt	Valid Percent	Cumulative Percent
Valid	right	448	74.7	74.7	74.7
	wron g	152	25.3	25.3	100.0
	Total	600	100.0	100.0	

The seventh question pertains to the interjection among a total of 600 students. Out of the total number of students, 448, which accounts for 74.7% of the students, selected the correct answer. Conversely, 152 students, representing 25.3% of the total, chose the wrong response.

QUESTION 9					
9. Put the correct article form in front of the following words					
		Frequen cy	Perce nt	Valid Percent	Cumulative Percent
Valid	right	524	87.3	87.3	87.3
	wron g	76	12.7	12.7	100.0
	Total	600	100.0	100.0	

The ninth question pertains to the common term among a group of 600 pupils. 524 students, or 87.3% of the total, answered correctly, while 76 students, or 12.7% of the total, answered incorrectly.

QUESTION 10					
10. Write the plural form for the following s word					
		Frequen cy	Percent	Valid Percent	Cumulative Percent
Valid	right	522	87.0	87.0	87.0
	wron g	78	13.0	13.0	100.0
	Total	600	100.0	100.0	

The eleventh question pertains to the plural form among a group of 600 pupils. Out of the pupils, 522 (87.0%) answered correctly, while 78 (13.0%) chose the erroneous answer.

QUESTION 11					
11. Write the singular form for the following words					
		Frequen cy	Perce nt	Valid Percent	Cumulative Percent
Valid	right	525	87.5	87.5	87.5
	wron g	75	12.5	12.5	100.0
	Total	600	100.0	100.0	

The eleventh question pertains to the plural form among a group of 600 pupils. 525 students, which accounts for 87.5% of the total, provided the correct answer. Conversely, 75 students, or 12.5% of the total, gave an incorrect answer.

QUESTION 12	
12. Match the column A with appropriate prefixes column B	

		Frequen cy	Percen t	Valid Percent	Cumulative Percent
Valid	right	533	88.8	88.8	88.8
	wron g	67	11.2	11.2	100.0
	Total	600	100.0	100.0	

The twelfth question pertains to prefixes among a total of 600 students. 533 students, accounting for 88.8% of the total, answered correctly, whereas 67 students, representing 11.7%, answered incorrectly.

QUESTION 13					
13. Choose the best suffixes that changes the word has given in its adjective form					
		Frequen cy	Percen t	Valid Percent	Cumulative Percent
Valid	right	540	90.0	90.0	90.0
	wrong	60	10.0	10.0	100.0
	Total	600	100.0	100.0	

Out of a total of 600 pupils, the thirteenth question pertains to suffixes. Out of the total number of students, 540 (90.0%) selected the correct answer, while 60 (10.0%) chose the incorrect answer.

QUESTION 14					
14. Write the synonyms of the following words					
		Frequen cy	Percen t	Valid Percent	Cumulative Percent
Valid	right	491	81.8	81.8	81.8
	wron	109	18.2	18.2	100.0

g				
Total	600	100.0	100.0	

The fourteenth question pertains to synonyms among a group of 600 pupils. A total of 491 students, accounting for 81.8% of the participants, chose the correct answer, while 109 students, representing 18.2% of the participants, selected the incorrect answer.

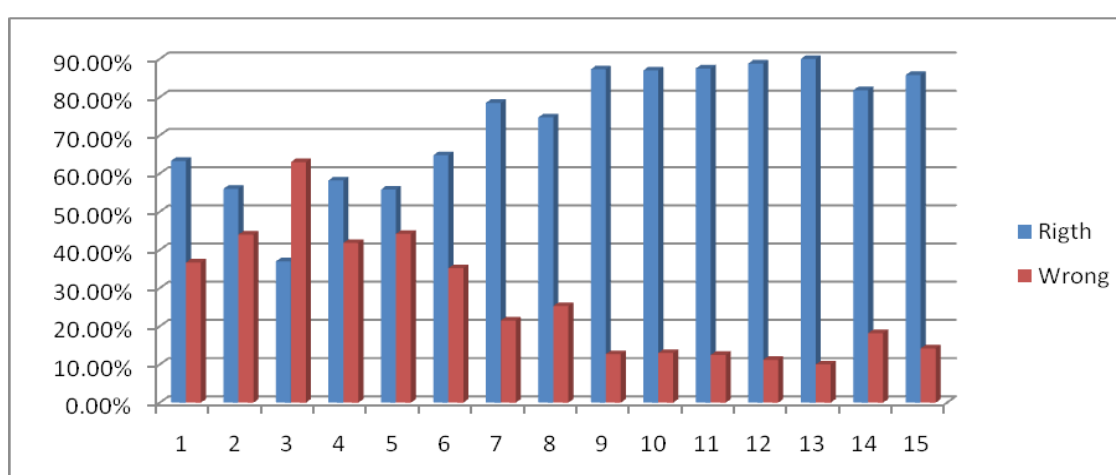
QUESTION 15					
15. Write the antonyms of the following words					
		Frequen cy	Percen t	Valid Percent	Cumulative Percent
Valid	right	515	85.8	85.8	85.8
	wron g	85	14.2	14.2	100.0
	Total	600	100.0	100.0	

The fifteenth question pertains to antonyms. Out of a total of 600 students, 515 (85.8%) answered correctly, while 85 (14.2%) picked an incorrect response.

Table 6.2
Students Performance in Vocabulary Skills

Question No	Rigth	Wron g
1	63.30 %	36.70 %
2	56.00 %	44.00 %
3	37.00 %	63.00 %

4	58.20 %	41.80 %
5	55.80 %	44.20 %
6	64.80 %	35.20 %
7	78.50 %	21.50 %
8	74.70 %	25.30 %
9	87.30 %	12.70 %
10	87.00 %	13.00 %
11	87.50 %	12.50 %
12	88.80 %	11.20 %
13	90.00 %	10.00 %
14	81.80 %	18.20 %
15	85.80 %	14.20 %



Graph 6.2: Students Performance in Vocabulary Skills

The statistics and flow chart shown above illustrate the performance of the pupils at the morphological level. A total of 15 questions were asked at the word level. Each question highlights both correct and incorrect answers provided by students. The highest accuracy rate for correct answers is 90%, while the lowest accuracy rate is 37%. On the other hand, the highest error rate for incorrect answers is 63%, and the lowest error rate is 10%.

Students Performance in Syntax

QUESTION 16					
16. Find out the <i>Simple Past</i> form of the sentence “ He drives a car”					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	341	56.8	56.8	56.8
	wrong	259	43.2	43.2	100.0
	Total	600	100.0	100.0	

Out of a total of 600 pupils, the sixteenth question pertains to the simple past form. Out of the total number of students, 341 students, or 56.8%, chose the correct answer, while 259 students, or 43.2%, chose the erroneous answer.

QUESTION 17					
17.Find out the <i>Future Continuous</i> form of the sentence “She is singing a song”					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	436	72.7	72.7	72.7
	wrong	164	27.3	27.3	100.0
	Total	600	100.0	100.0	

The seventieth question pertains to the future continuous tense among a group of 600 students. Out of the total number of students, 436 students, which accounts for 72.7% of the students, chose the correct answer. On the other hand, 164 students, representing 27.3% of the students, selected the wrong response.

QUESTION 18					
18.Find out the <i>Present Perfect</i> form of the sentence “ It had worked well”					
		Frequen cy	Percen t	Valid Percent	Cumulative Percent
Valid	right	333	55.5	55.5	55.5
	wron g	267	44.5	44.5	100.0
	Total	600	100.0	100.0	

Out of a total of 600 pupils, the eighteenth question pertains to the concept of present perfect. A total of 333 students, accounting for 55.5% of the total, provided the correct answer. Conversely, 267 students, representing 44.5% of the total, provided an incorrect answer.

QUESTION 19					
19.Find out the <i>Present Perfect continuous</i> form the sentence “ You had been writing the novel”					
		Frequen cy	Percen t	Valid Percent	Cumulative Percent
Valid	right	400	66.7	66.7	66.7
	wron g	200	33.3	33.3	100.0
	Total	600	100.0	100.0	

The nineteenth question pertains to the usage of the present perfect continuous tense among a group of 600 pupils. Out of the total number of pupils, 400 (66.7%) answered correctly whereas 200 (33.3%) answered incorrectly.

QUESTION 20					
20.Change the following sentences into <i>Negative form</i>					
		Frequen cy	Percen t	Valid Percent	Cumulative Percent
Valid	right	400	66.7	66.7	66.7
	wron g	200	33.3	33.3	100.0
	Total	600	100.0	100.0	

Out of a total of 600 pupils, the twentieth question pertains to negative forms. Out of the total number of students, 400 (66.7%) selected the correct answer, while 200 (33.3%) chose the incorrect answer.

QUESTION 21					
21.Change the following sentences into <i>“Do” Question Form(Interrogative)</i>					
		Frequen cy	Percen t	Valid Percent	Cumulative Percent
Valid	right	397	66.2	66.2	66.2
	wron g	203	33.8	33.8	100.0
	Total	600	100.0	100.0	

This issue pertains to the topic of question forms among a group of 600 pupils. 397 students, or 66.2% of the total, provided the correct answer, while 203 students, or 33.8%, provided an incorrect response.

QUESTION 22					
22.Change the following sentence into <i><u>“Wh” Question Form</u></i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	382	63.7	63.7	63.7
	wrong	218	36.3	36.3	100.0
	Total	600	100.0	100.0	

This question pertains to the utilisation of wh question forms among a total of 600 pupils. Out of the total number of students, 382 students, which accounts for 63.7% of the total, chose the correct answer. On the other hand, 218 students, representing 36.3% of the total, selected the erroneous answer.

QUESTION 23					
23.Change the following statements into <i><u>Question Tags</u></i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	389	64.8	64.8	64.8
	wrong	211	35.2	35.2	100.0
	Total	600	100.0	100.0	

This question pertains to question tags among a group of 600 pupils. A total of 389 students, accounting for 64.8% of the participants, chose the correct answer, whereas 211 students, representing 35.2% of the participants, selected the wrong answer.

QUESTION 24					
24.Find the correct <i>Passive form</i> of the sentence “ Ram wrote a letter”					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	376	62.7	62.7	62.7
	wrong	224	37.3	37.3	100.0
	Total	600	100.0	100.0	

This inquiry pertains to the passive form among a group of 600 pupils. Out of the total number of pupils, 376 (62.7%) answered correctly, while 224 (37.3%) answered incorrectly.

QUESTION 25					
25.Find the correct <i>Active form</i> of the sentence “ I was being called”					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	213	35.5	35.5	35.5
	wrong	387	64.5	64.5	100.0
	Total	600	100.0	100.0	

The initial inquiry pertains to the active form among a total of 600 students. 213 students, accounting for 35.5% of the total, provided the correct answer, whereas 387 students, representing 64.5% of the total, provided an incorrect answer.

QUESTION 26	
26.Find out the <i>Indirect form</i> of the sentence “ Rani said, “ I am well”	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	247	41.2	41.2	41.2
	wrong	353	58.8	58.8	100.0
	Total	600	100.0	100.0	

This question pertains to the indirect format among a group of 600 pupils. 247 students, or 41.2% of the total, answered correctly, while 353 students, or 58.8%, answered incorrectly.

QUESTION 27					
27. Find out the <i>Direct form</i> of the sentence "He said that he had written many letter"					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	289	48.2	48.2	48.2
	wrong	311	51.8	51.8	100.0
	Total	600	100.0	100.0	

The question pertains to the direct form among a total of 600 students. Out of the total number of pupils, 289 (48.2%) answered correctly while 311 (51.8%) answered incorrectly.

QUESTION 28					
28. Identify the <i>Positive ,Comparative ,Superlative forms</i> of the following sentences					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	397	66.2	66.2	66.2

	wron g	203	33.8	33.8	100.0
	Total	600	100.0	100.0	

This question pertains to the comparison of degrees among a total of 600 students. A total of 397 students, accounting for 66.2% of the total, selected the correct answer, while 202 students, representing 33.8% of the total, chose the incorrect answer.

QUESTION 29					
29. Identify the <i>simple, compound, complex forms</i> of the following sentences					
		Frequen cy	Percen t	Valid Percent	Cumulative Percent
Valid	right	436	72.7	72.7	72.7
	wron g	164	27.3	27.3	100.0
	Total	600	100.0	100.0	

This issue pertains to the classification of simple, compound, and complicated forms among a group of 600 pupils. Out of the total number of students, 436 students, which accounts for 72.7% of the students, chose the correct answer. On the other hand, 164 students, equivalent to 27.3% of the students, selected the wrong response.

QUESTION 30					
30. Find out the <i>Sentence Patterns</i> of the following sentences					
		Frequen cy	Percen t	Valid Percent	Cumulative Percent
Valid	right	434	72.3	72.3	72.3
	wron	166	27.7	27.7	100.0

g				
Total	600	100.0	100.0	

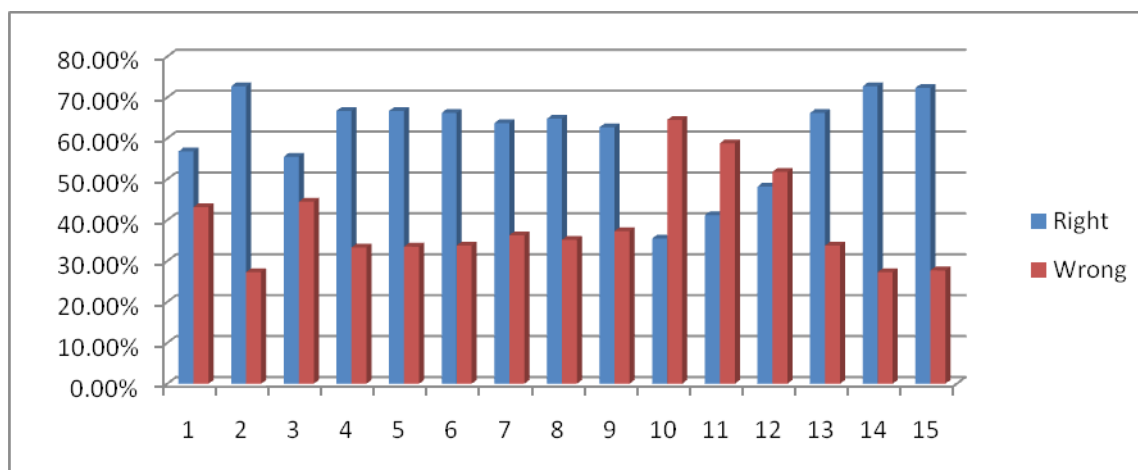
This inquiry pertains to sentence patterns among a total of 600 students. Out of the selected students, 434 (72.3%) answered correctly, while 166 (27.7%) answered incorrectly.

Table 6.3

Grammar Skill Performance of the Students

Question No	Right	Wrong
1	56.80 %	43.20%
2	72.70 %	27.30%
3	55.50 %	44.50%
4	66.70 %	33.30%
5	66.70 %	33.50%
6	66.20 %	33.80%
7	63.70 %	36.30%
8	64.80 %	35.20%
9	62.70 %	37.30%
10	35.50 %	64.50%
11	41.20 %	58.80%
12	48.20 %	51.80%
13	66.20 %	33.80%

14	72.70 %	27.30%
15	72.30 %	27.70%



Graph 6.3: Grammar Skill Performance of the Students

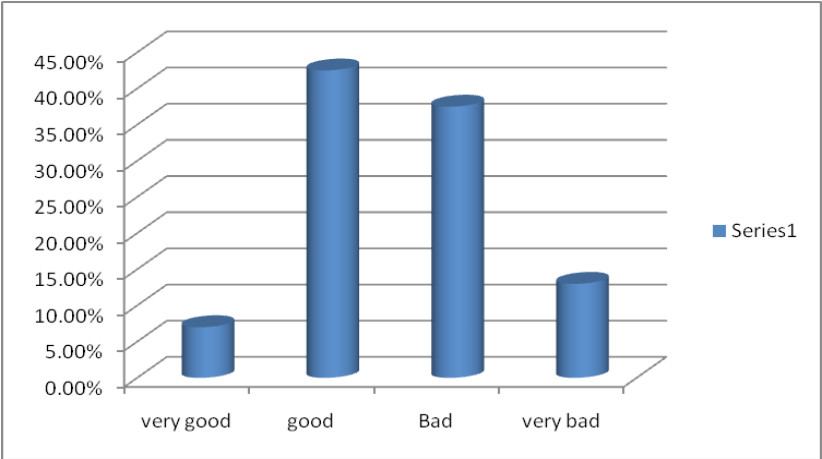
The table and flow chart shown above illustrate the performance of the students at the sentence level. A total of 15 questions were asked at the word level. Each question identifies both the correct and incorrect answers provided by students. The highest percentage of correct answers is 72.7%, while the lowest percentage is 35.5%. On the other hand, the highest percentage of incorrect answers is 64.5%, while the lowest percentage is 10%.

Table 6.4
Students Performance in Essay Writing

Paragraph					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very good	42	7.0	7.0	7.0
	good	255	42.5	42.5	49.5

bad	225	37.5	37.5	87.0
very bad	78	13.0	13.0	100.0
Total	600	100.0	100.0	

Paragraph				Total
very good	good	Bad	very bad	
7	53	81	9	150
4.7%	35.3%	54.0%	6.0%	100.0 %
18	74	11	47	150
12.0%	49.3%	7.3%	31.3%	100.0 %
1	63	80	6	150
.7%	42.0%	53.3%	4.0%	100.0 %
16	65	53	16	150
10.7%	43.3%	35.3%	10.7%	100.0 %
42	255	225	78	600
7.0%	42.5%	37.5%	13.0%	100.0 %

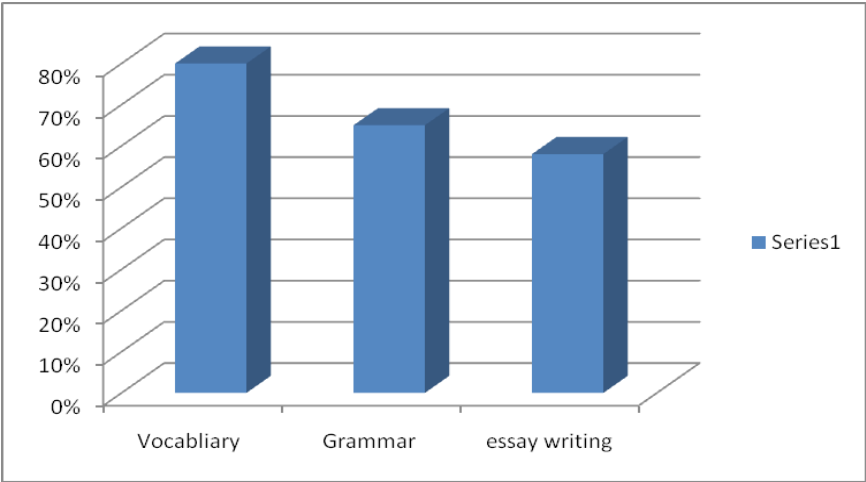


Graph 6.4: Students Performance in Essay Writing

The table provided displays the academic achievements of students in the domain of essay composition. Among the 600 pupils, 42 (7.0%) achieved a high level score, 255 (42.5%) achieved a medium level score, 225 (37.5%) fell into the bad category, and 78 (13.0%) scored at a low level.

Table 6.5
Students’ efficiency in Writing

Vocabulary	Grammar	Essay Writing
Morphological	Syntactical	Discourse
80%	65%	58%



Graph 6.5: Students’ efficiency in Writing

The table and chart above illustrate a gradual decline in pupils' ability when they transition from vocabulary to essay writing. All 600 pupils achieved a score of 80% in vocabulary, 65% in grammar, and 58% in writing.

FINDINGS FROM THE PERCENTAGE ANALYSIS

- Students possess a proficiency of 80% in word (morphological) domains.
- Students possess a proficiency level of 70% in the domain of sentence structure (syntax).
- Students possess a mere 65% proficiency in the domain of essay writing, namely in the area of semantics.
- The highest achievable score for this question is 90%, while the lowest possible score is 37%.
- The highest level of incorrect questions is 63%, while the lowest level is 10%.
- 90% of the students possess a comprehensive understanding of suffixes. □ Only 37% of the students possess a comprehensive understanding of verbs.
- Most students demonstrate proficiency in noun forms, pronoun forms, conjunction forms, singular and plural forms, as well as prefix and suffix forms.
- Many students encounter challenges with verb forms, adjective forms, adverb forms, and preposition forms.
- At the sentence level, students demonstrate proficiency in tenses, sentence patterns, and simple, compound, and complicated structures.
- Students lack proficiency in active voice, passive voice, direct and indirect speech, and participle forms.

- When writing essays, students often make spelling errors, grammatical faults, sentence errors, and are influenced by their native tongue.

STATISTICAL/ SPSS ANALYSIS

The statistical analysis played a significant role in the analysis phase. It validates the premise and reveals the findings of the investigation. The statistical analysis was conducted using the assistance of SPSS.

INTRODUCTION ABOUT SPSS

SPSS is a software application designed for Windows operating systems. It enables users to input and analyse data, as well as generate tables and graphs. SPSS has the ability to process substantial volumes of data and can execute all the analyses discussed in the text, as well as additional ones. SPSS is widely utilised in the fields of Social Science and business, making it advantageous to have a good understanding of this software for future purposes. SPSS undergoes frequent updates. This document was composed based on a previous iteration; however, the disparities should not give rise to any complications.

SPSS:

SPSS is a robust platform designed for the thorough analysis of data. SPSS is capable of extracting data from many file formats and utilising them to produce organised reports, charts, and graphs that display distributions and trends, descriptive statistics, as well as intricate statistical analyses. SPSS stands for Statistical Package for the Social

Sciences. SPSS is a widely used statistical software that is capable of doing intricate data manipulation and analysis tasks using straightforward commands. This system is specifically designed to be used in both interactive and non-interactive (batch) scenarios.

TESTING OF HYPOTHESES

The data have been analysed using statistical methods such as t-Test, paired t-Test, ANOVA (Analysis of Variance), and Correlation.

T-test:

The t-test is employed to assess equality between distinct groups with two variables. The current study consists of a single group and two variables. Therefore, a Sample t-test has been utilised in this investigation. The t-test calculates the mean value, t value, degrees of freedom (df), and level of significance.

Paired T- Test:

Paired T-test used to assess more than two variables in a study.

Correlation:

Multiple variables were analysed using correlation in the study. It is utilised to determine the impact of many values (two, three, four) on a single variable. The t-test calculates the mean value, t value, degrees of freedom (df), and level of significance.

ANOVA:

Analysis of variance (ANOVA) is a highly valuable technique in various study subjects, including economics, biology, education, psychology, sociology, business/industry, and other disciplines. This strategy is employed when there are several instances of sample cases. The importance of comparing the means of two samples can be assessed using either a z-test or a t-test. However, complications arise when we need to determine the significance of the difference among more than two sample means simultaneously.

OVER ALL WRITING SKILLS HYPOTHESIS 1

Null Hypothesis (H_0)

There is no statistically significant difference in the mean score values between male and female students in terms of their performance in writing skills.

Alternative Hypothesis (H_1):

There is a significance difference between the mean score value of the students gender among their performance in writing skills.

Level of Significance

The level may be fixed at 5% level of significance.

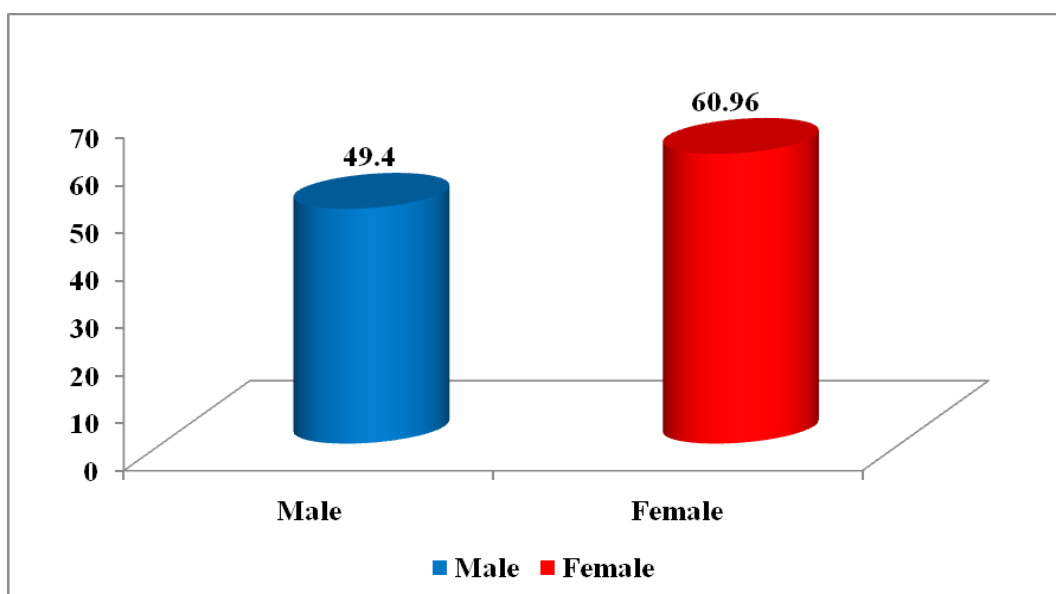
Test Statistic

Independent Samples Test is carried out for the student's performance in writing skills among their gender

Table 6.6

t-test	Mean	t	Df	Sig. (2-tailed)
Male	24.703 3	7.688	598	0.000

Female	30.476 7			
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Graph 6.6

Inference:

Based on the information provided in the table and graphic 6.6, it is clear that there is a substantial difference between males and females. The t-value is 7.688, which is statistically significant at a level of 0.000 with degrees of freedom (df) equal to 598. The data indicates a considerable difference in the mean scores between males and females. The average score for males is 24.7033, while for females it is 30.4767. The difference between the two scores is 5.7734. It demonstrates a considerable difference in mean vocabulary scores between females and males. In this situation, the null hypothesis stating that there is no significant difference in the mean scores of writing competence between males and females is rejected. Consequently, it can be stated that the females were discovered to have much higher levels than the males. The preceding result clearly

demonstrates the writing proficiency of both male and female students at the Undergraduate level.

HYPOTHESIS 2

Null Hypothesis (H_0)

There is no significance difference between the mean score marks of the Medium of education in high school among the students performance in writing skills.

Alternative Hypothesis (H_1)

There is significance difference between the mean score marks of the Medium of education in high school among the students performance in writing skills.

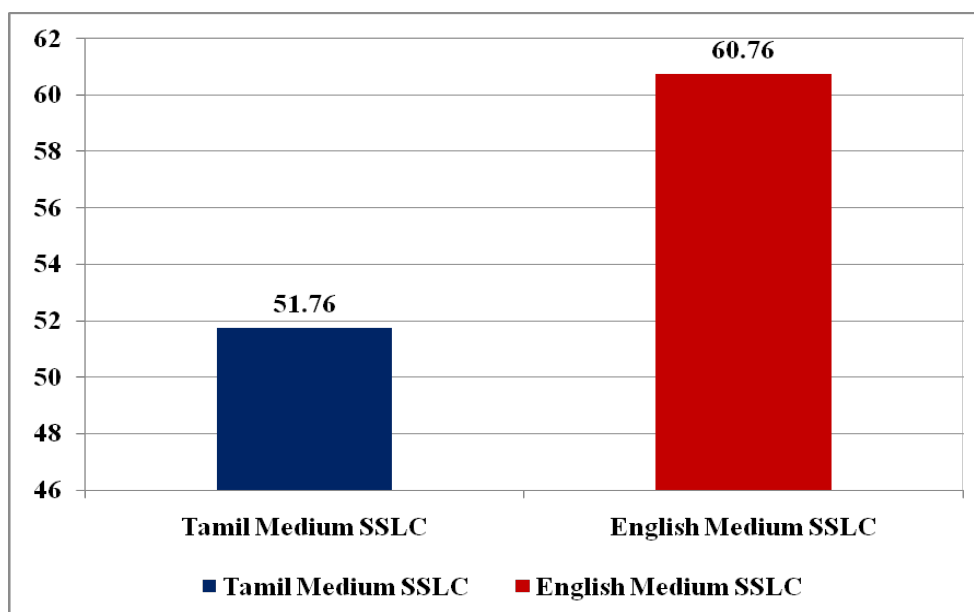
Level of Significance

The level may be fixed at 5% level of significance.

An Independent Samples Test is conducted to compare the performance of students in SSLC examinations based on their mode of study, either English medium or Tamil medium.

Table 6.7

t-test	Mean	t	df	Sig. (2-tailed)
Tamil medium	25.879 4	5.581	586	0.000
English medium	30.376 7			



Graph 6.7

Inference:

Based on the data presented in the table and chart 6.7, it is clear that there is a notable distinction between Tamil medium and English medium. This distinction is supported by a t-value of 5.581, which is statistically significant at a level of 0.000 with a degree of freedom (df) of 586. There is a considerable difference in the mean scores between students in Tamil medium and English medium. The average score for the Tamil Medium is 25.8794, whereas for the English Medium it is 30.3767. The difference between the two scores is 5.7734. It demonstrates a considerable difference in the mean scores of writing skills between students in Tamil medium and English medium. In this context, the null hypothesis, which assumes that there is no meaningful disparity in the average scores of writing skills between Tamil medium and English medium, is disproven. Thus, it may be concluded that the English Medium students exhibited a notably greater vocabulary compared to the Tamil Medium students. The

aforementioned result clearly demonstrates the writing abilities of both Tamil medium and English medium students at the Undergraduate level.

HYPOTHESIS 3

Null Hypothesis (H_0)

There is no significance difference between the mean score marks of the HSC medium of education among the students' performance in writing skills.

Alternative Hypothesis (H_1)

There is a significance difference between the mean score marks of the HSC medium of education among the students' performance in writing skills.

Level of Significance

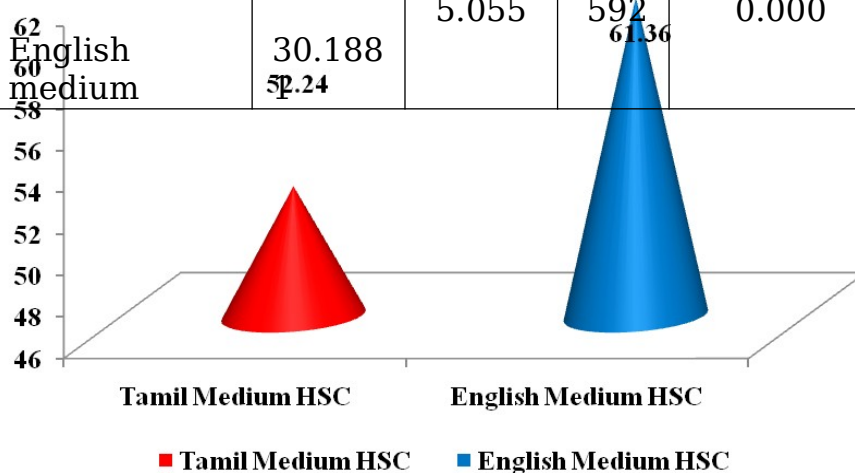
The level may be fixed at 5% level of significance.

Test Statistics

An independent sample test is conducted to compare the performance of students in HSC examinations based on their mode of study, either English medium or Tamil medium.

Table 6.8

t-test	Mean	T	df	Sig. (2-tailed)
Tamil medium	26.1223	5.055	592	0.000
English medium	30.1885			



Graph 6.8

Inference:

Based on the data presented in the table and graphic 6.8, it is clear that there is a substantial difference between Tamil medium and English medium. The t-value is 5.055, which indicates statistical significance at a level of 0.000, with degrees of freedom (df) equal to 592. The data indicates a considerable difference in the average scores between Tamil medium and English medium. The average score for the Tamil Medium is 26.1223, while for the English Medium it is 30.1881. The difference between the two scores is 4.0658. It demonstrates a considerable difference in the mean scores of writing skills between Tamil medium and English medium. In this scenario, the null hypothesis, which states that there is no significant difference in the mean scores of writing skills between Tamil medium and English medium, is rejected. Thus, it may be concluded that the English Medium students had a notably superior vocabulary compared to the Tamil Medium students. The aforementioned result clearly demonstrates the writing abilities of both Tamil medium and English medium students at the Undergraduate level.

HYPOTHESIS 4

Null Hypothesis (H_0)

There is no significance difference between the mean score marks of the mother tongue spoken among the students performance in writing skills.

Alternative Hypothesis (H_1)

There is a significance difference between the mean score marks of the mother tongue spoken among the students performance in writing skills.

Level of Significance

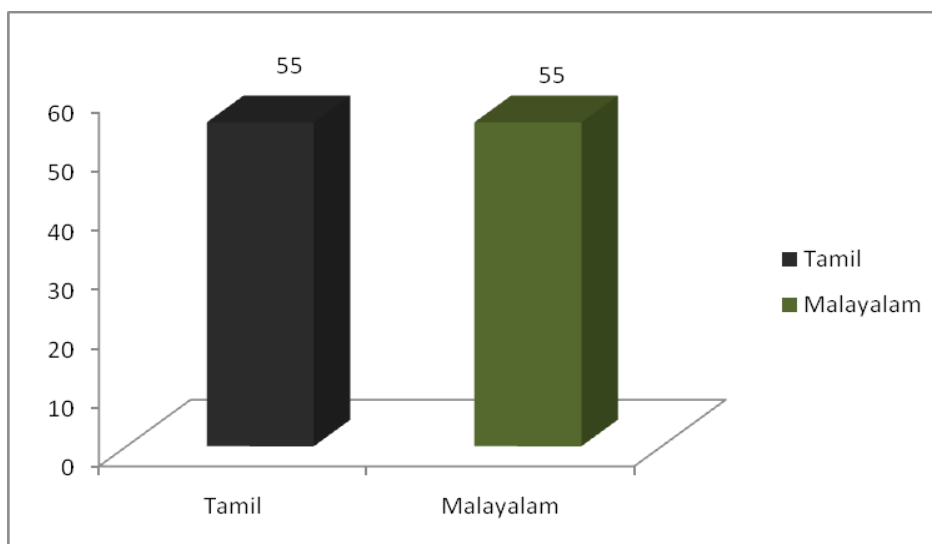
The level may be fixed at 5% level of significance.

Test Statistics

An Independent Samples Test is conducted to assess the performance of students in their mother tongue, namely in the Tamil and Malayalam languages.

Table 6.9

t-test	Mean	t	df	Sig. (2-tailed)
Tamil	27.5870	345	572	0.730
Malayalam	27.9588			



Graph 6.9

Graph 6.9

Inference:

Based on the information provided in table and graphic 6.9, it is clear that there is a considerable difference between Tamil Speakers and Malayalam Speakers. The t-value is 345, which is statistically significant at a 0.730 level with degrees of freedom (df) equal to 572. The data indicates a considerable difference in the average scores between Tamil Speakers and Malayalam Speakers. The average score of Tamil speakers is 27.5870, whereas the average score of Malayalam speakers is 27.9588. The difference between the two scores is 0.3718. The data indicates a considerable difference in the average writing skill ratings between Malayalam Speakers and Tamil Speakers. Within this setting, the null hypothesis, which states that there is no notable disparity in the average scores of writing abilities between Tamil Speakers and Malayalam Speakers, is refuted. Consequently, it may be stated that Malayalam Speakers exhibited markedly superior writing abilities compared to Tamil Speakers. The aforementioned result clearly demonstrates the writing proficiency of undergraduate students who are native speakers of Tamil and Malayalam.

HYPOTHESIS 5

Null Hypothesis (H_0)

There is no significance difference between the mean score marks of the parents education among their students' performance in writing skills.

Alternative Hypothesis (H_1)

There is a significance difference between the mean score marks of the parents education among their students' performance in writing skills.

Level of Significance

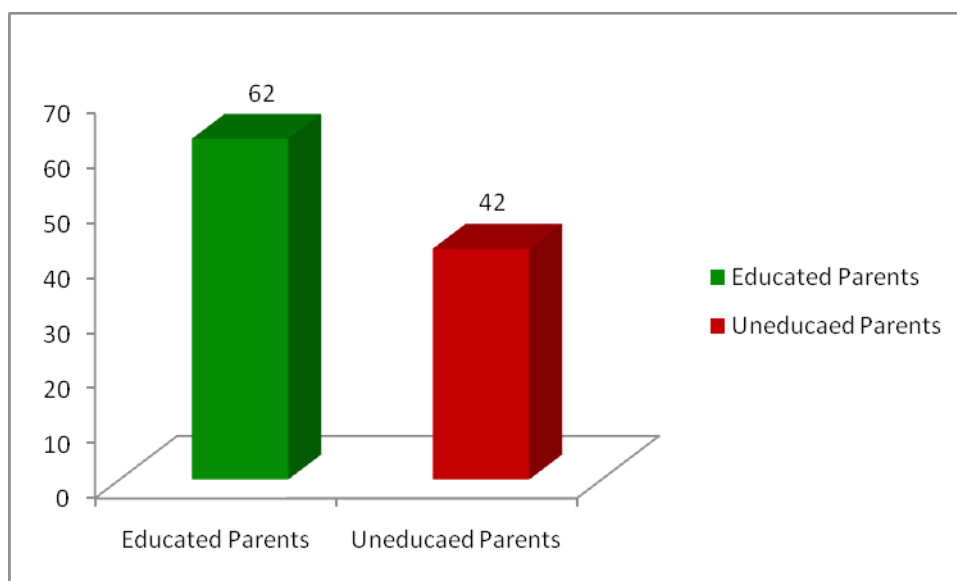
The level may be fixed at 5% level of significance.

Test Statistics

A one-way ANOVA test is conducted to examine the impact of parents' education (specifically college education, school education, and illiteracy) on their offspring' writing skills.

Table 6.10

	Sum of Squares	df	Mean Square	F	Sig .
Between Groups	355.273	2	177.636	16.26	0
Within Groups	6520.846	597	10.923		
Total	6876.118	599			



Graph 6.10

Inference

The table and graphic above display the F value, sum of squares, degrees of freedom, mean square value, and level of significance for the different prose lessons. Given that the p-value is less than 0.05 ($P < .05$), we can

conclude that the null hypothesis is rejected and the alternative hypothesis is accepted. Consequently, there exists a substantial disparity in the writing abilities of children whose parents are educated against those whose parents are ignorant.

HYPOTHESIS 6

Null Hypothesis (H_0)

There is no significance difference between the mean score marks of the living area among the students' performance in writing skills.

Alternative Hypothesis (H_1)

There is a significance difference between the mean score marks of the living area among the students' performance in writing skills.

Level of Significance

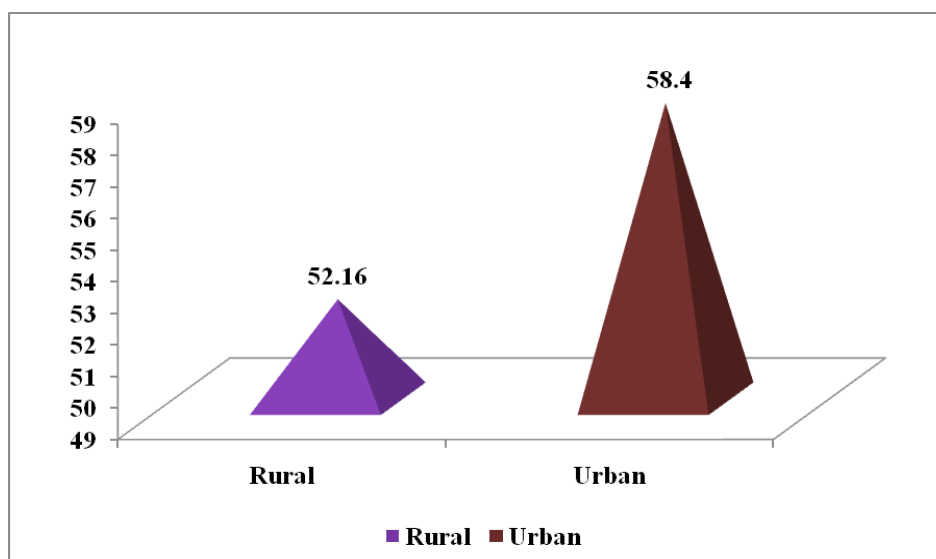
The level may be fixed at 5% level of significance.

Test Statistics

An Independent Samples Test is conducted to compare the performance of students in the living area, specifically between those living in rural and urban areas.

Table 6.11

t-test	Mean	t	df	Sig. (2-tailed)
Rural	26.0839	4.009	598	0.000
Urban	29.2000			



Graph 6.11

Inference:

Based on the information provided in the table and graphic 6.11, it is clear that there is a substantial difference between Rural and Urban students. The t-value is 4.009, which is statistically significant at a level of 0.000 with degrees of freedom (df) equal to 598. There is a considerable difference in the mean scores between Rural pupils and Urban students. The average score of students from rural areas is 26.0839, while the average score of students from urban areas is 29.2000. The difference between the two scores is 3.1161. The data indicates a considerable difference in the average writing skill ratings between Urban and Rural students. In this scenario, the null hypothesis stating that there is no statistically significant difference in the mean scores of writing skills between Rural students and Urban students is rejected. Consequently, the Urban kids had markedly superior writing abilities compared to the Rural kids. The aforementioned result clearly

demonstrates the writing abilities of both Rural and Urban students at the Undergraduate level.

HYPOTHESIS 7

Null Hypothesis (H_0)

There is no significance difference between the mean score marks of the family income group among the students' performance in writing skills.

Alternative Hypothesis (H_1)

There is a significance difference between the mean score marks of the family income group among the students' performance in writing skills.

Level of Significance

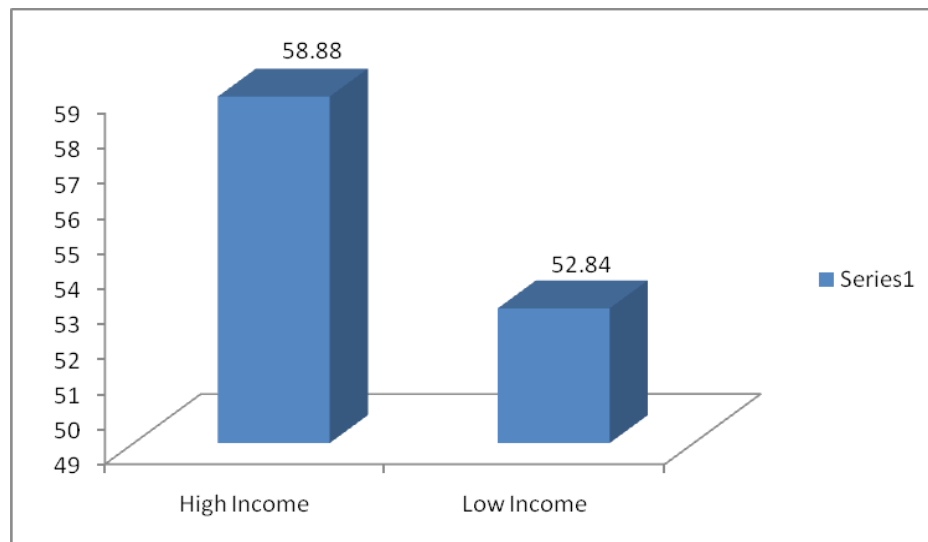
The level may be fixed at 5% level of significance.

Test Statistics:

Independent Samples Test is carried out for the student's performance in family annual income group of above 50,000 and below 50,000.

Table 6.12

t-test	Mean	t	Df	Sig. (2-tailed)
> 50,000	26.421 2	3.784	598	0.000
< 50,000	29.444 0			



Graph 6.12

Inference:

Based on the information provided in the table and chart 6.12, it is clear that there is a significant difference between low income and high income. The t-value is 3.784, which indicates a high level of significance at the 0.000 level. The degrees of freedom (df) for this analysis are 598. The data demonstrates a substantial difference in the average scores between individuals with low income and those with high income. The average score for individuals with little income is 26.4212, while the average score for those with high income is 29.4440. The difference between the two scores is 3.0228. It demonstrates a large difference in the average writing skill ratings between high income students and low income pupils. In this setting, the null hypothesis, which states that there is no significant difference in the mean scores of writing skills between low income students and high income students, is rejected. Consequently, it can be

stated that kids with high wealth exhibited markedly superior writing abilities compared to those with low income. The aforementioned result clearly demonstrates the writing proficiency of both low-income and high-income undergraduate students.

HYPOTHESIS 8

Null Hypothesis (H_0)

There is no significance difference between the mean score marks of the students studying in Arts course, Science course and Commerce course marks performance in writing skills.

Alternative Hypothesis (H_1)

There is a significance difference between the mean score marks of the students studying in Arts course, Science course and Commerce course marks performance in Writing skills.

Level of Significance

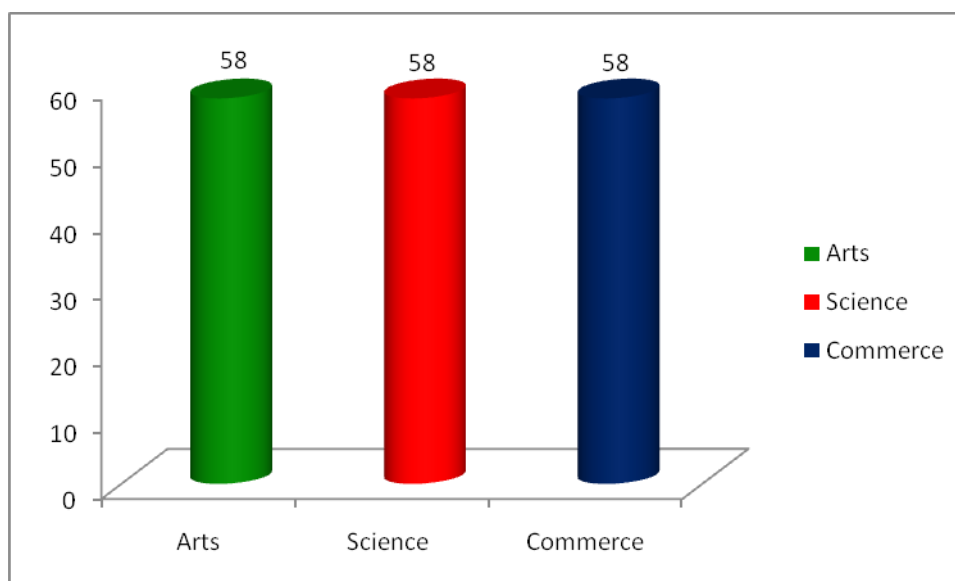
The level may be fixed at 5% level of significance.

Test Statistics

One-way ANOVA Test is carried out for the student's performance for the students studying in Arts course, Science course and Commerce course marks.

Table 6.13

	Sum of Squares	Df	Mean Square	F	Sig .
Between Groups	1834.965	3	611.655	72.31	0
Within Groups	5041.153	596	8.458		
Total	6876.118	599			



Graph 6.13

Inference:

The table and graphic above display the F value, sum of squares, degrees of freedom, mean square value, and level of significance for the different prose lessons. Given that the p-value is less than 0.05 ($P > 0.05$), it can be concluded that the null hypothesis is accepted and the alternative hypothesis is rejected. Therefore, there is negligible disparity in the writing proficiency of students majoring in Arts, Science, and Commerce.

VOCABULARY SKILL

HYPOTHESIS 9

Null Hypothesis (H_0)

There is no significance difference between the mean score value of the students gender among their performance in vocabulary skill.

Alternative Hypothesis (H_1)

There is a significance difference between the mean score value of the students gender among their performance in vocabulary skill.

Test Statistic

Independent Samples Test is carried out for the student's performance in vocabulary skill among their gender for male and female.

Table 6.14

t-test	Mean	T	df	Sig. (2-tailed)
Male	9.8633	9.05	598	0
Female	12.2133			

Inference:

Based on the information provided in the table and graphic 6.14, it is clear that there is a substantial difference between males and females. The t-value is 9.050, which is statistically significant at a threshold of 0.00 with a degree of freedom (df) of 598. The data indicates a considerable difference in the mean scores between males and females. The average score for males is 9.8633, while for females it is 12.2133. The difference between the two scores is 2.35. It is evident that there is a considerable difference in the average vocabulary scores between females and males. In this scenario, the null hypothesis of their being no significant difference in the mean scores of vocabulary between males and females is rejected. Consequently, it may be asserted that females were discovered to possess markedly superior linguistic skills compared to males. The preceding result clearly demonstrates the language

proficiency of both male and female students at the Undergraduate level.

HYPOTHESIS 10

Null Hypothesis (H₀)

There is no significance difference between the mean score marks of the mode of the study among the students performance in vocabulary skill.

Alternative Hypothesis (H₁)

There is a significance difference between the mean score marks of the mode of the study among the students performance in vocabulary skill.

Test Statistic

Independent Samples Test is carried out for the student's performance in mode of the study that is English medium and Tamil medium of study in SSLC examinations.

Table 6.15

t-test	Mean	t	Df	Sig. (2-tailed)
Tamil medium	10.2815	7.112	586	0.00
English medium	12.2698			

Inference:

Based on the information provided in the table and figure 6.15, it is clear that there is a notable distinction between the Tamil medium and English medium. This distinction is supported by a t-value of 7.112, which is statistically significant at a threshold of

0.00 with a degree of freedom (df) equal to 586. The data demonstrates a considerable difference in the average scores between students in Tamil medium and English medium. The average score for the Tamil Medium is 10.2815, whereas for the English Medium it is 12.2698. The difference between the two scores is 1.9883. It is evident that there is a considerable difference in the average scores of vocabulary competence between students from Tamil medium and those from English medium. In this scenario, the null hypothesis stating that there is no significant difference in the mean scores of writing competence between Tamil medium and English medium is rejected. It can be concluded that the English Medium students had noticeably larger vocabulary compared to the Tamil Medium students. The preceding result clearly demonstrates the vocabulary proficiency of both Tamil medium and English medium students at the Undergraduate level.

HYPOTHESIS 11

Null Hypothesis (H_0)

There is no significance difference between the mean score marks of the HSC medium of education among the students performance in vocabulary skill.

Alternative Hypothesis (H_1)

There is a significance difference between the mean score marks of the HSC medium of education among the students performance in vocabulary skill.

Test Statistic

Independent Samples Test is carried out for the student's performance in mode of the study that is English medium and Tamil medium of study in HSC examinations.

Table 6.16

t-test	Mean	t	df	Sig. (2-tailed)
Tamil medium	10.3378	6.798	592	0.00
English medium	12.2294			

Inference:

Based on the data presented in the table and chart 6.16, it is clear that there is a substantial difference between Tamil medium and English medium. The t-value of 6.798 indicates this difference, and it is statistically significant at a 0.000 level with degrees of freedom (df) equal to 592. There is a considerable difference in the mean scores between the Tamil medium and English medium. The average score for the Tamil Medium is 10.3378, whereas for the English Medium it is 12.2294. The difference between the two scores is 1.8916. There is a considerable difference in the mean scores of vocabulary skill between Tamil medium and English medium. The null hypothesis, which states that there is no significant difference in the mean scores of vocabulary competence between Tamil medium and English medium, is rejected in this particular scenario. Consequently, it can be stated that the English Medium students had noticeably superior vocabulary proficiency compared to the Tamil Medium students. The preceding result clearly demonstrates the

vocabulary proficiency of both Tamil medium and English medium students at the Undergraduate level.

HYPOTHESIS 12

Null Hypothesis (H₀)

There is no significance difference between the mean score marks of the mother tongue spoken among the students performance in vocabulary skill.

Alternative Hypothesis (H₁)

There is a significance difference between the mean score marks of the HSC mother tongue spoken among the students performance in vocabulary skill.

Test Statistic

Independent Samples Test is carried out for the student's performance in mother tongue spoken that is Tamil and Malayalam.

Table 6.17

t-test	Mean	t	df	Sig. (2-tailed)
Tamil	10.895 2	2.762	572	0.006
Malayalam	11.927 8			

Inference:

Based on the data shown in table 6.17, it is clear that there is a substantial difference between the number of Tamil speakers and Malayalam speakers. The t-value is 2.762, which is statistically significant at a 0.006 level of significance. The degrees of freedom (df) for this analysis are 572. The data clearly indicates a large difference in

the average scores between Tamil Speakers and Malayalam Speakers. The average score of those who speak Tamil is 10.8952, whereas the average score of individuals who speak Malayalam is 11.9278. The difference between these two values is 1.0326. The data indicates a considerable difference in the average scores of vocabulary proficiency between Malayalam Speakers and Tamil Speakers. Within this framework, the null hypothesis, which posits that there is no substantial disparity in the average scores of vocabulary proficiency between Tamil Speakers and Malayalam Speakers, is refuted. Consequently, it can be asserted that Malayalam Speakers had a markedly superior level of vocabulary proficiency compared to Tamil Speakers. The aforementioned result clearly demonstrates the vocabulary proficiency of undergraduate students who are Tamil and Malayalam speakers.

HYPOTHESIS 13

Null Hypothesis (H_0)

There is no significance difference between the mean score marks of the educated and uneducated students parents among their students performance in vocabulary skill.

Alternative Hypothesis (H_1)

There is a significance difference between the mean score marks of the educated and uneducated students parents among their students performance in vocabulary skill.

Test Statistic

One-way ANOVA Test is carried out for the student's performance educated and uneducated students parents among their students performance in vocabulary.

Table 6.18

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	355.273	2	177.636	16.26	0
Within Groups	6520.846	597	10.923		
Total	6876.118	599			

Inference:

The table presents the F value, sum of squares, degrees of freedom, mean square value, and level of significance for the different literary lessons. Based on the observation that the p-value is less than 0.05 ($P < .05$), we can conclude that the null hypothesis is rejected and the alternative hypothesis is accepted. Consequently, there exists a substantial disparity in the vocabulary proficiency of children whose parents are educated compared to those whose parents are ignorant.

HYPOTHESIS 14**Null Hypothesis (H₀)**

There is no significance difference between the mean score marks of the living area among the students performance in vocabulary skill.

Alternative Hypothesis (H₁)

There is a significance difference between the mean score marks of the living area among the students performance in vocabulary skill.

Test Statistic

Independent Samples Test is carried out for the student's performance in living area as Rural and Urban.

Table 6.19

t-test	Mean	t	df	Sig. (2-
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				tailed)
Rural	10.368 9	5.203	598	0.00
Urban	11.775 9			

Inference:

Based on the data in table 6.19, it is clear that there is a significant difference between Rural and Urban pupils. The t-value is 5.203, which indicates a high level of significance at the 0.00 level. The degrees of freedom (df) for this analysis are 598. There is a considerable difference in the mean scores between Rural pupils and Urban students. The average score of students from rural areas is 10.3689, while the average score of students from urban areas is 11.7759. The difference between the two scores is 1.407. It is evident that there is a considerable difference in the average vocabulary skill scores between Urban students and Rural pupils. In this scenario, the null hypothesis stating that there is no significant difference in the mean scores of language skill between Rural students and Urban students is rejected. Consequently, the Urban pupils exhibited a significantly superior vocabulary proficiency compared to the Rural pupils. The aforementioned result clearly demonstrates the language proficiency of both Rural and Urban students at the Undergraduate level.

HYPOTHESIS 15

Null Hypothesis (H_0)

There is no significance difference between the mean score marks of the family income group among the students performance in vocabulary skill.

Alternative Hypothesis (H_1)

There is a significance difference between the mean score marks of the family income group among the students performance in vocabulary skill.

Test Statistic

Independent Samples Test is carried out for the student's performance in family income group

Table 6.20

t-test	Mean	t	df	Sig. (2-tailed)
>50,000	10.5815	4.217	598	0.00
< 50,000	11.7629			

Inference:

Based on the data in table 6.20, it is clear that there is a substantial difference between low income and high income. The t-value is 4.217, which is statistically significant at a level of 0.00 with 598 degrees of freedom. The data demonstrates a large disparity in mean scores between individuals with low income and those with high income. The average score for individuals with little income is 10.5815, while the average score for those with high income is 11.7629. The difference between the two scores is 1.1814. The data demonstrates a large disparity in the average language skill scores between high income

pupils and low income kids. Within this particular framework, the null hypothesis, which suggests that there is no notable disparity in the average language skill scores between low income students and high income students, is refuted. Consequently, it can be stated that the affluent kids had markedly superior language proficiency compared to the economically disadvantaged pupils. The aforementioned result clearly demonstrates the disparity in language skills between low income and high income Under Graduate Level students.

HYPOTHESIS 16

Null Hypothesis (H)

There is no significance difference between the mean score marks of the students studying in Arts course, Science course and Commerce course marks performance in vocabulary skill.

Alternative Hypothesis (H₁)

There is a significance difference between the mean score marks of the students studying in Arts course, Science course and Commerce course marks performance in vocabulary skill.

Test Statistic

One-way ANOVA Test is carried out for the student's performance for the students studying in Arts course, Science course and Commerce course marks.

Table 6.21

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1226.748	2	613.374	64.82	0
Within Groups	5649.37	597	9.463		
Total	6876.118	599			

Inference:

The table displays the F value, sum of squares, degrees of freedom, mean square value, and level of significance for the different literary lessons. Based on the observation that the p-value is less than 0.05 ($P > 0.05$), we accept the null hypothesis and reject the alternative hypothesis. Therefore, there is negligible disparity in the proficiency of vocabulary skills among students studying Arts, Science, and Commerce.

HYPOTHESIS 17**Null Hypothesis (H_0)**

There is no significance difference between the mean score value of the students gender among their performance in Grammar skill.

Alternative Hypothesis (H_1)

There is a significance difference between the mean score value of the students gender among their performance in Grammar skill.

Test Statistic

Independent Samples Test is carried out for the student's performance in Grammar skill among their gender

Table 6.22

t-test	Mean	t	df	Sig. (2-tailed)
Male	7.7900	8.127	598	0.001
Female	10.5800			

Inference:

Based on the data shown in table 6.22, it is clear that there is a substantial difference between males and females. The t-value is 8.127, which is statistically significant at the 0.001 level. The degrees of freedom (df) for this analysis are 598. The data indicates a considerable difference in the mean scores between males and females. The average score for males is 7.7900 and for females is 10.5800, resulting in a difference of 2.79 between the two scores. There is a considerable difference between the mean scores of Grammar skill for females and males. In this situation, the null hypothesis stating that there is no significant difference in the mean scores of Grammar skill between males and females is rejected. Consequently, it can be stated that the females were discovered to have markedly greater levels than males. The preceding result clearly demonstrates that both male and female students at the Undergraduate level possess strong Grammar skills.

HYPOTHESIS 18

Null Hypothesis (H₀)

There is no significance difference between the mean score marks of the Medium of education in high school among the students performance in Grammar.

Alternative Hypothesis (H₁)

There is a significance difference between the mean score marks of the Medium of education in high school among the students performance in Grammar.

Test Statistic

Independent Samples Test is carried out for the student's performance in mode of the study that is English medium and Tamil medium of study in SSLC examinations.

Table 6.23

t-test	Mean	T	df	Sig. (2-tailed)
Tamil medium	8.4263	5.298	586	0.00
English medium	10.3860			

Inference:

Based on the data presented in table 6.18, it is clear that there is a substantial difference between Tamil medium and English medium. The t-value of 5.581 indicates this difference, and it is statistically significant at a threshold of 0.000 with degrees of freedom (df) equal to 586. There is a considerable difference in the mean scores between students in Tamil medium and English medium. The average score for the Tamil Medium is 25.8794, whereas for the English Medium it is 30.3767. The difference between the two scores is 5.7734. The data indicates a considerable difference in the average scores of writing skills between students in Tamil medium and English medium. In this scenario, the null hypothesis stating that there is no significant difference in the mean scores of writing competence between Tamil medium and English medium is rejected. It may be concluded that the English Medium students demonstrated a considerably greater level of proficiency in Grammar compared to the Tamil Medium students. The preceding result clearly demonstrates that both Tamil medium and English medium students at the Undergraduate level possess proficiency in grammar.

HYPOTHESIS 19

Null Hypothesis (H_0)

There is no significance difference between the mean score marks of the HSC medium of education among the students performance in Grammar skill.

Alternative Hypothesis (H_1)

There is a significance difference between the mean score marks of the HSC medium of education among the students performance in Grammar skill.

Test Statistic

Independent Samples Test is carried out for the student's performance in mode of the study that is English medium and Tamil medium of study in HSC examinations.

Table 6.24

t-test	Mean	T	df	Sig. (2-tailed)
Tamil medium	8.5106	5.028	592	0.00
English medium	10.3670			

Inference:

Based on the data in table 6.24, it is clear that there is a substantial difference between Tamil medium and English medium. The t-value is 5.028, which is statistically significant at a 0.00 level of significance with degrees of freedom (df) equal to 5.028. There is a considerable difference in the mean scores between students in Tamil medium and English medium. The average score for the Tamil Medium is 8.5106, whereas for the English Medium it is 10.3670. The difference between the two scores

is 1.8564. There is a considerable difference in the mean scores of Grammar competence between Tamil medium and English medium. The null hypothesis, which states that there is no significant difference in the mean scores of Grammar competence between Tamil medium and English medium, is rejected in this particular scenario. It may be concluded that students in the English Medium demonstrated a considerably greater level of grammatical proficiency compared to students in the Tamil Medium. The preceding result clearly demonstrates the proficiency in grammar of both Tamil medium and English medium students at the Undergraduate level.

HYPOTHESIS 20

Null Hypothesis (H₀)

mother tongue spoken among the students performance in Grammar skill.

Alternative Hypothesis (H₁)

There is a significance difference between the mean score marks of the mother tongue spoken among the students performance in Grammar skill.

Test Statistic

Independent Samples Test is carried out for the student's performance in mother tongue spoken that is Tamil and Malayalam language.

Table 6.25

t-test	Mean	t	df	Sig. (2-tailed)
Tamil	9.050 3	1.187	572	0.071

Malayalam	9.948 5			
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Inference:

Based on the data in table 6.25, it is clear that there is a notable distinction between Tamil Speakers and Malayalam Speakers. The t-value of 1.187 indicates that this difference is statistically significant at a 0.071 level of significance, with 572 degrees of freedom. The data indicates a considerable difference in the average scores between Tamil Speakers and Malayalam Speakers. The average score of Tamil speakers is 9.0503, whereas the average score of Malayalam speakers is 9.9485. The difference between the two scores is 0.8982. It demonstrates a considerable difference in the average scores of Grammar skill between Malayalam Speakers and Tamil Speakers. Within this setting, the null hypothesis, which states that there is no notable disparity in the average scores of Grammar competence between Tamil Speakers and Malayalam Speakers, is refuted. It can be concluded that Malayalam speakers had a notably superior level of grammatical proficiency compared to Tamil speakers. The preceding result clearly demonstrates that both Tamil Speakers and Malayalam Speakers students at the Undergraduate level possess strong Grammar skills.

HYPOTHESIS 21

Null Hypothesis (H

parents education among their students performance in Grammar skill.

Alternative Hypothesis (H_1)

There is a significance difference between the mean score marks of the parents education among their students performance in Grammar skill.

Test Statistic

One-way ANOVA Test is carried out for the parent's education namely college education, school education and illiterate parents among their students performance in Grammar.

Table 6.26

	Sum of Squares	df	Mean Square	F	Sig .
Between Groups	355.273	2	177.636	16.26	0
Within Groups	6520.846	597	10.923		
Total	6876.118	599			

Inference:

The table displays the F value, sum of squares, degrees of freedom, mean square value, and level of significance for the different literary lessons. Given that the p-value is less than 0.05 ($P < .05$), we can conclude that the null hypothesis is rejected and the alternative hypothesis is accepted. Consequently, there exists a substantial disparity in the grammatical proficiency of children whose parents are educated compared to those whose parents are ignorant.

HYPOTHESIS 21

Null Hypothesis (H_0)

living area among the students performance in Grammar skill.

Alternative Hypothesis (H₁)

Test Statistic

Independent Samples Test is carried out for the student's performance in living area as Rural and Urban.

Table 6.27

t-test	Mean	t	Df	Sig. (2-tailed)
Rural	8.4142	4.534	597	0.00
Urban	10.0276			

Inference:

Based on the data in table 6.27, it is clear that there is a substantial difference between Rural and Urban pupils. The t-value is 4.534, which is statistically significant at the 0.00 level with a degree of freedom (df) of 597. The data indicates a considerable difference in the average scores between students from rural areas and those from urban areas. The average score of students from rural areas is 8.4142, while the average score of students from urban areas is 10.0276. The difference between the two scores is 1.6134. The data indicates a considerable difference in the average scores of Grammar skill between Urban students and Rural students. In this scenario, the null hypothesis stating that there is no substantial disparity in the average scores of Grammar competence between Rural students and Urban students is refuted. Consequently, the Urban pupils exhibited a notable superiority in Grammar competence compared to the Rural pupils. The foregoing result clearly demonstrates

that both rural and urban undergraduate students possess grammar skills.

Hypothesis 23

Null Hypothesis (H₀)

family income group among the students performance in Grammar skill.

Alternative Hypothesis (H₁)

There is a significance difference between the mean score marks of the family income group among the students performance in Grammar skill.

Test Statistic

Independent Samples Test is carried out for the student's performance in family annual income group of above 50,000 and below 50,000.

Table 6.28

t-test	Mean	t	df	Sig. (2-tailed)
< 50,000	8.6250	3.950	598	0.00
> 50,000	10.0733			

Inference:

Based on the data in table 6.28, it is clear that there is a substantial difference between low income and high income. The t-value is 3.950, which is statistically significant at a 0.00 level of significance with degrees of freedom (df) equal to 598. The data indicates a considerable difference in the average scores between individuals with low income and those with high income. The average score for individuals with little

income is 8.6250, whereas for those with high income it is 10.0733. The difference between these two scores is 1.4483. It demonstrates a large disparity in the average scores of Grammar skill between high income students and low income pupils. In this scenario, the null hypothesis, which states that there is no significant difference in the mean scores of Grammar skill between low income students and high income students, is rejected. Consequently, it can be asserted that pupils with high wealth had markedly superior Grammar proficiency compared to students with low income. The aforementioned result clearly demonstrates that the Grammar skill of both low income students and high income students of Under Graduate Level.

Hypothesis 24

Null Hypothesis (H₀)

students studying in Arts course, Science course and Commerce course marks performance in Grammar skill.

Alternative Hypothesis (H₁)

There is a significance difference between the mean score marks of the students studying in Arts course, Science course and Commerce course marks performance in Grammar skill.

Test Statistic

One-way ANOVA Test is carried out for the student's performance for the students studying in Arts course, Science course and Commerce course marks.

Table 6.29

	Sum of Squares	df	Mean Square	F	Sig .

Between Groups	1834.965	3	611.655	72.31	0
Within Groups	5041.153	596	8.458		
Total	6876.118	599			

Inference:

The table displays the F value, sum of squares, degrees of freedom, mean square value, and level of significance for the different literary lessons. Based on the observation that the p-value is less than 0.05 ($P > 0.05$), it can be concluded that the null hypothesis is accepted and the alternative hypothesis is rejected. Therefore, there is negligible disparity in the proficiency of grammar skills among students studying Arts, Science, and Commerce.

ESSAY WRITING SKILL

HYPOTHESIS 25

Null Hypothesis (H_0)

There is no significance difference between the mean score value of the students gender among their performance in essay writing skill.

Alternative Hypothesis (H_1)

There is a significance difference between the mean score value of the students gender among their performance in essay writing skill.

Test Statistic

Independent Samples Test is carried out for the student's performance in writing skill among their gender.

Table 6.30

t-test	Mean	t	df	Sig. (2-tailed)
Male	7.0500	2.036	598	0.042
Female	7.6833			

Inference:

Based on the data in table 6.35, it is clear that there is a substantial difference between males and females. The t-value is 2.036, which is statistically significant at a level of 0.042, with degrees of freedom (df) equal to 598. The data demonstrates a considerable difference in the mean scores between males and females. The average score for males is 7.0500, while the average score for females is 7.6833. The difference between the two scores is 0.633. The data indicates a significant difference in the mean scores of essay writing abilities between females and males. In this context, the null hypothesis, which states that there is no significant difference in the mean scores of essay writing skill between males and females, is rejected. Consequently, it can be stated that females had a much superior aptitude for essay writing compared to males. The aforementioned result clearly demonstrates the essay writing proficiency of male and female students at the Undergraduate level.

HYPOTHESIS 26

Null Hypothesis (H_0)

There is no significance difference between the mean score marks of the Medium of education in high school among the students' performance in essay writing skill.

Alternative Hypothesis (H_1)

There is a significance difference between the mean score marks of the Medium of education in high school among the students' performance in essay writing skill.

Test Statistic

Independent Samples Test is carried out for the student's performance in mode of the study that is English medium and Tamil medium of study in SSLC examinations.

Table 6.31

t-test	Mean	T	df	Sig. (2-tailed)
Tamil medium	7.1716	1.677	586	0.094
English medium	7.7209			

Inference:

Based on the data presented in table 6.31, it is clear that there is a noticeable distinction between Tamil medium and English medium. The t-value of 1.677 indicates that this difference is statistically significant at a level of 0.094, with degrees of freedom (df) equal to 586. The data indicates a considerable difference in the average scores between students in Tamil medium and English medium. The average score for the

Tamil Medium is 7.1716, whereas for the English Medium it is 7.7209. The difference between the two scores is 0.5493. The data indicates a considerable difference in the average scores of writing skills between students in Tamil medium and English medium. In this scenario, the null hypothesis stating that there is no significant difference in the mean scores of writing competence between Tamil medium and English medium is rejected. It can be concluded that the English Medium students had a noticeably larger vocabulary compared to the Tamil Medium students. The preceding result clearly demonstrates the writing proficiency of both Tamil medium and English medium students at the Undergraduate level.

HYPOTHESIS 27

Null Hypothesis (H_0)

There is no significance difference between the mean score marks of the HSC medium of education among the students performance in essay writing skill.

Alternative Hypothesis (H_1)

There is a significance difference between the mean score marks of the HSC medium of education among the students performance in essay writing skill.

Test Statistics

Independent Samples Test is carried out for the student's performance in mode of the study that is English medium and Tamil medium of study in HSC examinations.

Table 6.32

t-test	Mean	t	df	Sig. (2-tailed)
Tamil medium	7.2739	0.977	592	0.329
English medium	7.5917			

Inference:

Based on the data presented in table 6.32, it is clear that there is a noticeable distinction between Tamil medium and English medium. The t-value of 0.977 indicates that this difference is statistically significant at a 0.329 level of significance, with a degree of freedom (df) equal to 592. There is a considerable difference in the mean scores between Tamil medium and English medium. The average score for the Tamil Medium is 7.2739, whereas for the English Medium it is 7.5917. The difference between the two scores is 0.3178. The data indicates a considerable difference in the average scores of essay writing skills between students who study in Tamil medium and those who study in English medium. The null hypothesis, which states that there is no significant difference in the mean scores of essay writing skill between Tamil medium and English medium, is rejected in this case. Thus, it can be concluded that the English Medium students exhibited a much greater proficiency in essay writing compared to the Tamil Medium students. The preceding result clearly demonstrates the essay writing proficiency of both Tamil medium and English medium students at the Under Graduate Level.

HYPOTHESIS 28

Null Hypothesis (H_0)

There is no significance difference between the mean score marks of the mother tongue spoken among the students' performance in essay writing skill.

Alternative Hypothesis (H_1)

There is a significance difference between the mean score marks of the mother tongue spoken among the students' performance in essay writing skill.

Test Statistic

Independent Samples Test is carried out for the student's performance in mother tongue spoken that is Tamil and Malayalam language.

Table 6.33

t-test	Mean	t	df	Sig. (2-tailed)
Tamil	7.641 5	3.689	572	0.00
Malayalam	6.082 5			

Inference:

Based on the data presented in table 6.33, it is clear that there is a notable distinction between Tamil Speakers and Malayalam Speakers. This is supported by a t-value of 3.689, which is statistically significant at a 0.00 level of significance with degrees of freedom (df) equal to 572. The data indicates a considerable difference in the average scores between

Tamil Speakers and Malayalam Speakers. The average score of Tamil Speakers is 7.6415, whereas the average score of Malayalam Speakers is 6.0825. The difference between the two scores is 1.559. It demonstrates a considerable difference in the mean scores of essay writing abilities between Malayalam Speakers and Tamil Speakers. Within this specific context, the null hypothesis, which states that there is no notable disparity in the average scores of essay writing proficiency between individuals who speak Tamil and those who speak Malayalam, has been disproven. Thus, it can be concluded that Malayalam Speakers had a notably superior proficiency in essay writing compared to Tamil Speakers. The aforementioned result clearly demonstrates the essay writing proficiency of undergraduate students who are Tamil and Malayalam speakers.

HYPOTHESIS 29

Null Hypothesis (H₀)

There is no significance difference between the mean score marks of the parents education among their students' performance in essay writing skill.

Alternative Hypothesis (H₁)

There is a significance difference between the mean score marks of the parents education among their students' performance in essay writing skill.

Test Statistic

One-way ANOVA Test is carried out for the parent's education namely college education, school education and illiterate parents among their students' performance in essay writing.

Table 6.34

	Sum of Squares	df	Mean Square	F	Sig .
Between Groups	325.273	2	177.636	16.26	0
Within Groups	6520.846	597	10.923		
Total	6846.118	599			

Inference:

The table displays the F value, sum of squares, degrees of freedom, mean square value, and level of significance for the different literary lessons. Based on the observation that the p-value is less than 0.05 ($P < .05$), the null hypothesis is rejected and it is concluded that the alternative hypothesis is accepted. Consequently, there exists a substantial disparity in the writing proficiency of children whose parents are educated compared to those whose parents are ignorant.

HYPOTHESIS 30

Null Hypothesis (H₀)

Living area among the students performance in essay writing skill.

Alternative Hypothesis (H₁)

There is a significance difference between the mean score marks of the living area among the students performance in essay writing skill.

Test Statistic

Independent Samples Test is carried out for the student's performance in living area as Rural and Urban.

Table 6.35

t-test	Mean	t	df	Sig. (2-tailed)
Rural	7.3463	0.161	597	0.872
Urban	7.3966			

Inference:

Based on the data in table 6.35, it is clear that there is a noticeable distinction between Rural and Urban students. The t-value is 0.161, indicating statistical significance at a level of 0.872 with a degree of freedom (df) of 597. There is a considerable difference in the mean scores between Rural pupils and Urban students. The average score of students from rural areas is 7.3463, while the average score of students from urban areas is 7.3966. The difference between the two scores is 0.0503. There is a considerable difference in the mean scores of essay writing abilities between Urban students and Rural pupils. In this scenario, the null hypothesis stating that there is no statistically significant difference in the average scores of essay writing skill between Rural students and Urban students is rejected. Consequently, it can be stated that the Urban kids exhibited a notably superior proficiency in essay writing compared to the Rural kids. The preceding result clearly demonstrates the essay writing proficiency of both rural and urban undergraduate students.

HYPOTHESIS 31**Null Hypothesis (H**

family income group among the students' performance in essay writing skill.

Alternative Hypothesis (H_1)

There is a significance difference between the mean score marks of the family income group among the students' performance in essay writing skill.

Test Statistic

Independent Samples Test is carried out for the student's performance in family annual income group of above 50,000 and below 50,000.

Table 6.36

t-test	Mean	t	df	Sig. (2-tailed)
> 50,000	7.2147	1.228	598	0.220
< 50,000	7.6078			

Inference:

Based on the data in table 6.36, it is clear that there is a substantial difference between low income and high income. The t-value is 1.228, which is statistically significant at the 0.0220 level. The degrees of freedom (df) for this analysis are 598. The data indicates a considerable difference in the average scores between individuals with low income and those with high income. The average score for individuals with little income is 7.2147, while for those with high income it is 7.6078. The difference between the two scores is 0.3931. Evidence indicates a notable disparity between the average scores of affluent kids and economically disadvantaged students in terms of their essay writing

proficiency. In this setting, the null hypothesis, which states that there is no significant difference in the mean scores of essay writing skill between low income students and high income students, is rejected. Consequently, it can be stated that students with high wealth had markedly superior essay writing proficiency compared to those with low income. The preceding result clearly demonstrates the disparity in essay writing skills between low-income and high-income Undergraduate students.

HYPOTHESIS 32

Null Hypothesis (H₀)

students studying in Arts course, Science course and Commerce course marks performance in essay writing skill.

Alternative Hypothesis (H₁)

There is a significance difference between the mean score marks of the students studying in Arts course, Science course and Commerce course marks performance in essay writing skill.

Test Statistic

One-way ANOVA Test is carried out for the student's performance for the students studying in Arts course, Science course and Commerce course marks.

Table 6.37

	Sum of Squares	df	Mean Square	F	Sig .
Between Groups	1820.965	3	611.655	72.31	0
Within	5041.153	596	8.458		

Groups					
Total	6861.118	599			

Inference:

The table displays the F value, sum of squares, degrees of freedom, mean square value, and level of significance for the different literary lessons. Based on the observation that the p-value is less than 0.05 ($P > 0.05$), we accept the null hypothesis and reject the alternative hypothesis. Therefore, there is negligible disparity in the proficiency of essay writing talent amongst students studying Arts, Science, and Commerce.

HYPOTHESIS 33

Null Hypothesis (H₀)

There is no a significance difference between the mean score value of the Rural college and Urban college pursuing students among their performance in writing skills.

Alternative Hypothesis (H₁)

There is a significance difference between the mean score value of the Rural college and Urban college pursuing students among their performance in writing skills.

Test Statistic

Paired t test is carried out for the student's performance in writing skills among their performance in rural college and urban college students.

Table 6.38

t-test	Mean	t	df	Sig. (2-tailed)
Rural College	26.5030	0.644	295	0.520
Urban College	27.3106			

Inference:

Based on the data in table 6.38, it is clear that there is a noticeable distinction between Rural and Urban students. The t-value, which is 0.644, indicates that this difference is statistically significant at a threshold of 0.520, with a degree of freedom (df) of 295. There is a considerable difference in the mean scores between Rural pupils and Urban students. The average score of students from rural areas is 26.5030, while the average score of students from urban areas is 27.3106. The difference between the two scores is 0.8076. It is evident that there is a considerable difference in the average scores of writing skills between Urban students and Rural pupils. In this setting, the null hypothesis, which suggests that there is no significant difference in the mean scores of writing skills between Rural students and Urban students, is rejected. Consequently, it can be stated that the Urban pupils exhibited markedly superior writing abilities compared to the Rural pupils. The preceding result clearly demonstrates the writing proficiency of both Rural and Urban students at the Undergraduate level.

HYPOTHESIS 34

Null Hypothesis (H)

There is no significance difference between the mean score value of the boys college and girls college pursuing students among their performance in writing skills.

Alternative Hypothesis (H₁)

There is a significance difference between the mean score value of the boys college and girls college pursuing students among their performance in writing skills.

Test Statistic

Paired t test is carried out for the student's performance in writing skills among their performance in boys pursuing college and girls pursuing college students.

Table 6.39

t-test	Mean	T	df	Sig. (2-tailed)
Boys college	22.4333	8.382	149	0.00
Girls college	32.2067			

Inference:

Based on the data in table 6.39, it is clear that there is a substantial difference between Boys College and Women's College. The t-value of 8.382 indicates this difference, and it is statistically significant at a 0.00 level with 149 degrees of freedom. There is a considerable difference in the mean scores between Boys College and Women's College. The

average score of Boys College is 22.4333, whereas the average score of Women's College is 32.2067. The difference between the two scores is 9.7734. It is evident that there is a considerable difference in the mean scores of writing skills between Boys College and women's college. In this scenario, the null hypothesis, which states that there is no significant difference in the mean scores of writing skills between Boys College and Women's College, is rejected. Consequently, it can be asserted that the women's college exhibited markedly superior writing abilities compared to the Boys College. The preceding result clearly demonstrates the writing proficiency of undergraduate students from both Boys College and Women's College.

HYPOTHESIS 35

Null Hypothesis (H₀)

There is no significance difference between the mean score value of the students pursuing college among their performance in writing skills.

Alternative Hypothesis (H₁)

There is a significance difference between the mean score value of the students pursuing college among their performance in writing skills.

Test Statistic

Independent Samples Test is carried out for the student's performance in writing skills among their pursuing college for Aided College and Government College.

Table 6.40

t-test	Mean	t	df	Sig. (2-tailed)
Government college	24.44			
		7.162	298	0.00

Aided College	31.28			
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Inference:

From the above table 6.40, it is evident the difference between Govt. College and Aided College, where the t - value is 7.162, which is significant at 0.00 level with $df = 298$. It shows the mean scores of Govt. College and Aided College differ significantly. The mean score of Govt. College is 24.44 and Aided College is 31.28, difference between both the scores are 6.84. It shows the mean scores of writing skills of Boys College differ significantly from that of women's college. In this context, the null hypothesis shows there is no significant difference in the mean scores of writing skills of Govt. College and Aided College are rejected. It may therefore be said that the Aided College were found to have significantly higher writing skills than Govt. College. It is evident from the above result that the writing skills of both Govt. College and Aided College students of Under Graduate Level.

FINDINGS FROM THE STATISTICASL/SPSS ANALYSIS

- The female informants outperformed the men informants in writing.
- The English medium informants outperformed the Tamil medium informants in writing.

- The informants' writing performance is influenced by the impact of their mother tongue.
- The performance of informants in writing is influenced by parental education.
- The geographical location in which individuals reside has an impact on their ability to write well.
- The economic background of individuals has a direct impact on their writing abilities.
- 82% of the pupils demonstrated proficiency in word level knowledge 63.3% of the students achieved a high level of performance, while 36.7% demonstrated a lower level of proficiency in Noun.
- 56% of the pupils demonstrated proficiency in Pronoun, whereas the remaining 44% exhibited a lack of proficiency.
- 37% of the pupils demonstrated proficiency in Verb, whereas 63% exhibited inadequate performance.
- 58.2% of the pupils demonstrated proficiency, while 41.8% exhibited inadequacy in Adverb.
- 55.8% of the pupils demonstrated proficiency, while 42.2% exhibited inadequacy in Adjective.
- Out of the total number of students, 64.8% demonstrated a high level of performance, while 35.2% exhibited a lower level of proficiency in the subject of Preposition.
- 78.5% of the students achieved a high level of performance, while 21.5% demonstrated low performance in Conjunction.

- 74.7% of the pupils excelled while 25.3% fared poorly in Interjection.
- 87.3% of the pupils had high performance, whereas 12.7% exhibited low performance in the article.
- 87.0% of the pupils demonstrated proficiency in Plural Formation, whereas 12.7% exhibited poor performance.
- 87.0% of the pupils excelled in Singular Formation, whereas 13.0% scored poorly.
- 88.8% of the students achieved a high level of performance, while 11.2% demonstrated a lower level of proficiency in Prefix Formation.
- 90.0% of the students demonstrated proficiency in Suffix Formation, whereas 10.0% exhibited poor performance.
- 81.8% of the students demonstrated proficiency in Synonyms Formation, whereas 18.2% exhibited a lack of proficiency.
- 85.8% of the students demonstrated proficiency in Antonyms Formation, whereas 14.2% exhibited poor performance.
- The students excel in the production of articles, singular and plural forms, prefixes, suffixes, synonyms, and antonyms.
- The students possess a modest level of proficiency in forming nouns, prepositions, conjunctions, and interjections.
- The kids lack proficiency in forming verbs, pronouns, adverbs, and adjectives.
- 68% of the pupils demonstrated proficiency in sentence-level knowledge.

- 56.8% of the pupils demonstrated proficiency in simple sentence formulation, whereas 43.2% had low skills in this area.
- 72.7% of the pupils demonstrated proficiency in constructing basic continuous sentences, whereas 27.3% had low skills in this area.
- 55.5% of the pupils demonstrated proficiency in constructing simple perfect sentences, whereas 44.5% had low skills in this area.
- 66.7% of the pupils demonstrated proficiency in perfect continuous formation, while 33.3% exhibited poor performance.
- 66.7% of the pupils demonstrated proficiency in framing Negative formulation, whereas 33.3% exhibited poor performance.
- 66.2% of the students shown proficiency in framing "Do" question creation, whereas 33.8% exhibited poor performance in this area.
- 63.7% of the pupils shown proficiency in framing "Wh" question creation, whereas 33.8% exhibited poor performance in this area.
- Out of all the pupils, 64.8% shown a strong performance in Question Tag creation, whereas 35.2% showed a bad performance.
- 62.7% of the pupils demonstrated proficiency in framing Passive Voice creation, whereas 37.3% exhibited poor performance.
- 35.5% of the students demonstrated proficiency in constructing sentences in the Active Voice, while 64.5% shown a lack of skill in this area.
- 41.2% of the pupils shown proficiency in framing indirect formation, whereas 58.8% showed a lack of skill in this area.

- 48.2% of the students demonstrated proficiency in framing Direct formation, whereas 51.8% exhibited poor performance.
- 66.2% of the students demonstrated proficiency, whereas 33.8% had deficiencies in Positive, Comparative, and Superlative formulation.
- 72.7% of the pupils demonstrated proficiency in Simple, Compound, and Complex creation, whereas 27.75% exhibited low performance in this area.
- 73.3% of the students demonstrated proficiency in Sentence Patterns, whereas 27.7% exhibited poor performance.
- 53% of the pupils possess proficiency in essay composition.
- 7.0% of the students achieved a high level of proficiency in essay writing.
- 42.5% of the pupils achieved proficiency in essay writing.
- 37.5% of the students performed poorly in essay writing.
- 13.0% of the pupils performed poorly in essay writing.
- The students excel in the development of continuous, simple, compound, complex, and sentence patterns.
- The pupils possess a modest level of proficiency in several grammatical structures, including simple sentences, perfect forms, perfect continuous forms, negatives, do questions, wh questions, question tags, passive forms, positives, comparatives, and superlatives.
- The kids lack proficiency in the ideal form, active form, direct form, and indirect form.

Conclusion:

This chapter focuses on error analysis, percentage analysis, and statistical analysis of the examinations. It demonstrates the impact of students on different writing skills. The acquired data is thoroughly examined to produce precise and effective outcomes. The students' key issues are evaluated. The findings of the analysis were also clearly conducted. When it comes to writing, there is a greater focus on discussing the morphological, syntactical, and semantic levels. The chapter assessed various types of writing faults made by undergraduate students. Testing and evaluation play a significant part in language teaching and learning. Educators have the ability to provide various types of assessments in order to assess pupils' language proficiency. Following the test, teachers will do the normal evaluation. The outcome will indicate the proficiency level of the students. Evaluation is the methodical collection of data with the intention of informing decision-making. Evaluation refers to the systematic process of collecting, analysing, and interpreting data related to various components of an educational or training programme in order to assess its success.

CHAPTER V

CONCLUSION

The study named " Performance of Writing Skills in English among the Tertiary Level ESL Learners in Tirpattur District - An Evaluation " has successfully achieved its objectives through the presentation of compelling evidence. This study has determined the role of variables based on the informants' error-free performance. The last chapter presents the results of the current study, together with the testing of the hypothesis and proposed solutions to the challenges faced by the undergraduate participants in assessing their English writing abilities. It

also provides guidance for their future academic pursuits. The informants' responses have been meticulously analysed at many levels, in relation to the structures of the English language, specifically morphology, syntax, and semantics. The hypotheses have been formulated to examine the proficiency of the informants in their writing abilities.

RESEARCH FINDINGS:

This study was conducted on informants from the Arts, Science, and Commerce disciplines in the Coimbatore District. The perspectives of the informants regarding the writing proficiency were also solicited and examined. The present study's findings were summarised as follows.

- The study revealed that the majority of the participants demonstrated proficiency in reading, listening, and speaking, however their writing skills were lacking. Informants indicated that certain writing activities are omitted. They require more physical activity to enhance their progress.
- The informants reported that the English language training provided in the Undergraduate course was sufficient, but they expressed a desire to improve their writing communication skills.
- They ranked speaking as the most crucial ability, followed by writing, reading, and listening in order of priority. They conveyed their challenges in report writing, abstract writing, oral presenting, and note-taking.

- The printing of the textbook is characterised by its clarity, precision, and readability, which deserves recognition.
- The interviewees perceived that acquiring knowledge of grammar solely aids them in addressing grammar-related questions on exams, rather than enabling them to attain precise language proficiency.
- Informants expressed the view that English is a highly efficient means of oral communication for individuals with diverse regional linguistic backgrounds.
- According to informants, teaching subjects in regional languages enhances comprehension. Furthermore, they confirmed that acquiring proficiency in English enhances one's social standing.
- Writing is the paramount skill in the realm of education, however its significance is undervalued in Arts and Science Colleges.
- Informants were awarded 75% of the marks solely based on their performance in writing skills. Only 25% of the marks are allocated to their remaining skills.
- Informants encounter challenges in writing due to grammatical issues. Because with the other three skills, learners do not need to be conscious of grammar.
- Informants are making errors in word formulation. At the word level, informants are committing errors in verb usage, preposition selection, adverb placement, and adjective usage.
- Informants are making errors in sentence construction. Errors are occurring specifically in the construction of sentences, particularly

in the perfect tense, active and passive voice, direct and indirect speech, and question creation.

- Informants are committing mistakes in essay composition. Essay writing can be marred by various flaws, including spelling mistakes, grammatical problems, the effect of one's native language, repetitive sentences, and a lack of enthusiasm for writing.
- The informants' morphological concerns have been addressed. The informants have erroneously affixed prefixes and suffixes to words mostly while conjugating verbs, converting nouns into verbs, adjectives into verbs, and adverbs into verbs.
- The informants find issues such as incorrect marking in single and plural, number agreement, possessive markers, and other related areas to be difficult. Incorrect interpretations of morphological changes result in several erroneous constructs.
- During the morphological analysis, it was discovered that the informants' responses exhibit erroneous inflections and derivations. The informants have made mistakes due to a lack of instruction and understanding regarding the formation of words, their origins, the grammatical forms, the functions of prefixes and suffixes in word formation, and the underlying principles behind the formation of parts of speech in a given language. The functioning of gender, number, plural, and other linguistic systems, as well as the rationale behind word form changes.

- The informants' proficiency in the grammar of the second language has been assessed. The learners encounter several difficulties when converting active voice to passive voice and passive voice to active voice. They lacked proficiency in utilising appropriate vocabulary in phrasal verbs. Informants encounter difficulties with tense, sentence structure, and incorrect language usage when transitioning between different voices.
- The kids are encountering difficulties with the usage of participles. The informants were unable to utilise the appropriate participles. Even the informants who use English as their primary language are equally lacking in their understanding and usage of participles. Although some respondents struggle to recognise the phrase pattern, they are able to differentiate between finite and non-finite verbs. Informants lack the ability to discern the role of the gerund, whether it functions as the subject, complement, or object. The researcher discovered grammatical errors in the informants' speech, namely in the areas of tense usage, vocabulary selection, and sentence structure.
- The informants lack the ability to distinguish between content terms and structural words.
- The learners struggle with spelling and penmanship.
- Writing proficiency is hindered by issues of cohesiveness and coherence among learners.

- The learners possess a significant amount of proficiency in their native language, but encounter difficulties when it comes to writing in their second language.
- The learners encounter difficulties in many language competencies, namely listening, speaking, and reading.
- The learners had poor performance in their pre-test.
- The learners lacked knowledge of the grammatical norms and writing techniques of the second language.
- There is an absence of consistent routine or custom of engaging in writing.
- College-level participants in the Arts and Science field encounter numerous challenges when it comes to writing.
- Listening, speaking, and reading have a significant impact on one's writing skills.
- 60% of the participants experience difficulties with written communication.
- 30% of the informants have a significant deficiency in their writing skills.
- The majority of the informants, specifically 90%, do not engage in regular writing practice.

SUGGESTIONS FOR IMPROVING THE WRITING SKILLS

- It is important to provide accurate definitions for complex words or terminology when introducing them. It is important to highlight words in the text to ensure that learners remember them.
- Users encounter difficulties when using the textbook. The teachers also endorse this perspective of the informants. They struggle to instruct a group of Tamil-speaking students in the classroom. The magnitude of these classes is excessively high, which further compounds the challenges faced by the teacher.
- The Arts and Science Colleges adhere to a timetable that includes only 5 sessions per week for English class, with each period lasting 50 minutes. In order to enhance their talents, the student necessitate additional time dedicated to this particular subject. They overlook the learning of English with great passion. The informants experienced a lack of motivation. This complete entity plays a crucial function in the instruction and acquisition of the English language.
- The informants regularly employ the skill of writing for diverse goals, encompassing both academic and personal endeavours. Therefore, the utilisation of this expertise is highly essential. The development of writing skills requires careful attention to linguistic issues by the informants.
- The informants should be incentivized to communicate with their friends via email on a range of topics using the English language.

- The informants should be encouraged to maintain a daily diary to chronicle their daily experiences in an imaginative and expressive way.
- The language-related resources such as grammar check, spell check, thesaurus, pronunciation tools, etc. can be utilised by individuals to enhance their overall language proficiency and specifically their writing skills.
- The subject content should be pertinent, with impeccable language and style, a large vocabulary, and well-crafted exercises.
- Textbooks should be complemented by worksheets for informants, a teacher's manual, additional readers, and essential audio-visual aids like as charts, records, and tapes.
- In order to prevent faults in written work, students should be encouraged to practise writing stories. The teachers should then review the written pieces and identify the reasons for any problems, which should be communicated to the students. In addition, it is imperative to provide pupils with opportunities for editing practise.
- In order to avoid the negative impact of L1 interference on L2 sentences, it is important to clearly define and separate the different sentence structures of both languages and ensure that this is clearly communicated to the students. Familiarity with the sentence structures in both languages will naturally rectify any syntactical problems. Therefore, it is necessary to make a

conscious effort to cultivate syntactical awareness among the students.

- In order to prevent the tendency to apply verb forms and other grammatical elements too broadly, it is important to instruct and reinforce the regularity and irregularity of language rules.
- In order to mitigate issues related to agreement, it is essential to instruct students on the relationship between words. If the problems arise from the structure of their first language (L1), it is important to highlight the differences and similarities between words in both L1 and the target language (L2) inside sentences.
- In order to prevent orthographical errors, it is necessary to provide the pupils with a suitable pronunciation exercise. To avoid spelling errors in learners' writing, it is important to prevent the occurrence of L1 sounds in their L2 pronunciation.

RECOMMENDATIONS FOR TEACHERS

Teachers have direct communication with the informants. They are accountable for the assimilation of every task and undertaking within the classroom. Given the evolving perspective on language instruction, teachers must adapt their function inside the classroom. They no longer hold dominion over the class. They must serve as learning partners to the informants and skillfully handle the class to ensure effective learning.

In order to effectively teach in a language classroom, a teacher must assure the following:

- Firstly, the individual must accurately grasp the intended objectives at various stages of curriculum planning. Additionally, they should possess the ability to successfully utilise and communicate using language resources and books.
- The user should focus on discussing the valuable language and communicative skills that the informants contribute to the class.
- The individual should actively involve the informants in the learning process and stimulate their participation. The informants should not be seen as mere vessels for receiving the teacher's words.
- Instead, they will be the most engaged participants in the classroom.
- During the process of teaching, it is essential for the instructor to have a clear understanding of the objectives for each lesson. One should possess knowledge of the subject matter, the intended audience, the purpose, and the specific context in which the information will be used.
- The teacher is supposed to arrive in the classroom with a pre-determined plan and ensure that all the activities will effectively facilitate learning for the students.
- During the process of instruction, it is essential for the teacher to assess the extent to which learning is occurring. Upon the conclusion of each lesson, it is imperative to assess the informants' progress and incorporate any necessary adjustments based on the findings into the future class curriculum.

- Language acquisition is impossible without active utilisation. The teacher should establish an environment in which individuals will consistently utilise the English language. English should be utilised in the classroom.
- Mere adoption of a communicative syllabus and texts does not guarantee effective teaching. If the teachers do not utilise this appropriately, everything will be disregarded. The implementation of the teacher development programme should be organised at every college and it should be conducted for a specific duration. Certain development initiatives can be undertaken at an advanced level, with oversight from authorities of higher expertise. Implementing a self-development programme can also assist teachers in enhancing their instructional abilities.

RECOMMENDATIONS FOR BOARD OF EDUCATION:

Education boards should not bear the exclusive burden of organising public examinations and awarding certifications to informants. Oftentimes, curriculum standards and syllabus specifications fail to reach the teachers and informants, who are the intended recipients of this information. The education boards should conduct investigations into various schools to assess their adherence to the curriculum and ascertain whether teachers are imparting knowledge in accordance with the planned guidelines. Teachers should not rely on education boards to perform every small task in their classroom. They should have considerable autonomy in planning their class lessons. In order for this to

occur, individuals must possess familiarity with the strategy and methodology.

RECOMMENDATION FOR THE STATE GOVERNMENT

The state government may provide a standardised workbook for Undergraduate learners to enhance their language proficiency. The government may mandate uniformity in the English syllabus across all Arts and Science colleges. The informants should receive specialised training to enhance their language proficiency. The government may also take into account the English proficiency scores when hiring informants.

REMEDIAL MEASURES:

The subsequent recommendations are formulated based on the findings of this investigation.

- There are a substantial number of discourse assignments. The informants are unable to practise in the classroom due to time constraints and the excessive number of students. Therefore, it is necessary to extend the allocated time for the subject. It is necessary to make efforts to practise all the duties in the classroom.
- The impact of the native language's pronunciation on the acquisition of a second language should be recognised and corrected within the classroom setting. In order to attain their goals and eliminate the effect of their native language, they must engage in all language activities and practise diligently.

- The syllabus can be redesigned to enhance learner engagement. Given the recent advancements in utilising discourse patterns in language research, the syllabus might be focused on enhancing speaking and writing skills beyond the sentence level by emphasising the meticulous implementation of coherence and cohesiveness to create impactful oral and written presentations. At the collegiate level, greater emphasis should be placed on logic and rhetoric, in addition to grammar.
- The classroom activities should prioritise practical applications. Question papers should be entirely focused on practical application. Instead of instructing the informants to focus solely on acquiring information, they can be provided with all the necessary facts and instructed to revise and rephrase the exercise during their presentation. Hence, it is necessary to thoroughly reassess the syllabus, course material, classroom methodologies, and evaluation procedures in order to foster a sense of enthusiasm and willingness among the learners.
- It is important to prioritise the use of a dictionary in order to improve the language skills of the student. This would enhance the trainees' knowledge.
- The desire of the informants for their English teachers to assume the roles of facilitators and trainers in the classroom is a clear indication of the imperative to reconsider the responsibilities of English teachers at Arts and Science Colleges. It also signifies that

teachers must adapt to the requirements of the contemporary, swiftly evolving world.

- In order to mitigate faults in written work, it is advisable to provide informants with opportunities to practise writing stories. Subsequently, teachers should carefully review the written pieces and then elucidate the reasons behind any inaccuracies to the informants. Additionally, it is important to provide the informants with opportunities for editing practise.
- In order to correct the morphological errors, it is necessary for informants to possess knowledge of both the singular and plural forms of nouns, as well as the characteristics of regular and irregular verb forms.
- In order to reduce syntactical errors, it is necessary for the informants to acquire a comprehensive understanding of all the syntactical patterns in the English language.
- Informants should refrain from mistakenly generalising the current regulations. For instance, they have merely appended the suffix -ed to the verb in order to create past forms. As an illustration, they have erroneously used the word 'cuted' in their written work.
- The professors should meticulously assess and provide constructive feedback on every student's written work in order to help them rectify any errors.
- In order to resolve the issue of subject/verb agreement, it is important for informants to understand the correlation between the subject and verb within a sentence's structure.

- The provision of textbooks to the informants should consist of materials authored by specialists, such as supplementary readers, workbooks, handbooks, and audio-visual aids.
- The assessment of the informants' linguistic abilities should concentrate on their lexicon, syntax, word arrangement, preposition usage, comparative degrees, verb conjugation, and tense usage in both written and spoken communication.
- The informants should receive instruction in Language accompanied by suitable visual aids, enabling them to internalise the fundamental principles and generate an infinite variety of grammatically accurate statements.
- The informants should receive training on utilising dictionaries and other resources to enhance their proficiency in the English language.
- The informants should be exposed to various mass media platforms, including as newspapers, magazines, radio, and television programmes, in order to enhance their language proficiency.
- Based on the findings, the following solutions are recommended. These solutions would eliminate or reduce the difficulties faced by learners when acquiring English as a second language.
- It is important to emphasise the similarities and contrasts between a person's first language (L1) and second language (L2), particularly while teaching syntax. This will help prevent the tendency to directly translate between L1 and L2.

- The informants should have a favourable mindset and a strong drive to acquire a second language. The apprehension over the English language among the informants should be alleviated with a positive mindset.
- Teachers should ensure that their students learn language diligently by providing thorough explanations of challenging concepts as often as necessary.
- Teachers should allocate a significant amount of time to providing practise on challenging concepts and instilling in learners the belief that they can attain their objectives through diligent effort.
- Teachers can incentivize and inspire learners to acquire the language by offering rewards to those who excel in the target language, fostering a positive atmosphere of competition.
- The informants should be provided with exercises that focus on the grammatical transformation of sentence forms and the identification of exercises related to all grammatical categories. These exercises will assist learners in comprehending the forms and functions of the grammatical categories present in sentences.
- Informants must possess a strong inclination to compose written content in the English language. The learners should be taught grammar using suitable illustrations to ensure that they can remember the fundamental rules and generate accurate sentences. Regularly refreshing their memory is necessary to prevent children from forgetting previously taught and learned information.

- Additional grammar lessons should be scheduled to provide learners with ample opportunities to thoroughly practise grammar. In addition to teaching grammatical structures of English, teachers should also instruct students on how to effectively utilise these structures to deliver relevant information. Language should be introduced and exercised not as separate linguistic elements but as significant expressions.
- The informants should be provided with self-learning workbooks to enhance their writing proficiency. The teachers must comprehend the requirements of the informants.

SCOPE FOR FURTHER RESEARCH:

Here are some potential areas for further investigation based on the findings of the current study.

- The study primarily emphasised the development of writing proficiency. Future researchers have the capability to conduct a comprehensive study that encompasses all four skills.
- The current study has proposed effective solutions to address the difficulties faced by pupils when learning English. It is advisable to test those cures in real-world conditions in order to assess the effectiveness of the remedies proposed in this study.
- The current study can be broadened by assessing the validity of informants' needs, the implementation of teaching methodologies, the teachers' attitude towards English language instruction, the contemporary assessment system's trends, and

its validity and utility. Therefore, there is significant potential for future academics to explore the field of English Language Teaching (ELT) within the setting of India.

- The current study can be broadened on a larger scope by thoroughly examining each feature of the verbs, including their kinds, forms, and the understanding of other grammatical categories.
- The phenomenon of negative and positive transfer in writing between a person's first language (L1) and second language (L2) can be examined as distinct entities. Comparative analyses can be conducted to examine the communication skills of Higher Secondary Informants in the English Language across different districts of Tamil Nadu.
- An investigation comparing the individuals who were instructed in English using a Language laboratory with those who were taught using traditional methods might be conducted to evaluate the effectiveness of such laboratories in teaching a language in the Indian context.
- The issues or errors made by the postgraduate informants can be assessed using advanced statistical methods, allowing for the measurement of the extent of these problems or inaccuracies.
- The informants exhibit noticeable diversity in their level of expertise across all four abilities. Specifically, certain individuals had subpar performance in writing and speaking, yet excelled in other aptitudes, namely listening and reading. The

variance can be observed by considering many socioeconomic variables such as gender, geographical location, educational medium, parental education, and so on.

- The English proficiency of the current participants can be comprehensively examined using a communicative technique. Likewise, the findings of this study can be contrasted with those of other groups of participants. This comparison may indicate the distinctiveness of the individuals providing information from Bharathiar University.
- Suggest the most straightforward approaches for instructing writing skills to students in Arts and Science colleges.
- Provide additional exercises to enhance the writing abilities of informants for their academic objectives.
- The significance of vocabulary acquisition in L2 or Foreign Language learning lies in the fundamental role that words play in all languages.
- Based on the current study, certain areas within the same field have been highlighted for further investigation.
- The influence of L1 on hearing in L2 and its effect on other linguistic skills, such as speaking, reading, and writing. Further investigation can be conducted on this topic.
- The phenomenon of both negative and positive transfer of the first language (L1) in second language (L2) writing can be analysed as distinct entities.

- Additionally, error analysis can be conducted during the process of acquiring English speaking skills as a second language.
- Comparative analyses can be conducted to examine the communicative skills of higher secondary pupils in the English language across different districts of Tamil Nadu.